

TULARE WESTERN HIGH SCHOOL



COURSE CATALOG & COLLEGE INFORMATION HANDBOOK

**824 W. Maple Ave.
Tulare, CA 93274
(559) 686-8751**

Tulare Western High School

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Principal	Mr. Kevin Covert		
Assistant Principal	Mr. Dereck Domingues		
Assistant Principal/Counseling	Mrs. Garcia		
Dean of Students	Mr. Carrasco	Agriculture	Mr. Mederos
Dean of Students	Mrs. Morton	AVID	Mrs. Shinault
Counselors	Mrs. Nunes Mr. Magallanes Ms. Moraza Ms. Prado Mr. Villarreal	Business	Mrs. Seargeant
Campus Police Officer	Officer Cabello	ELD	Mrs. Quezada
Health Services	Mrs. Encinas	English	Mrs. Marquez
Library	Mr. Asher	Fine Arts	Mrs. Gomes-Estes
Activities Director	Mr. Amundson	Foreign Language	Mr. Viveros
Athletic Director	Mr. Powell	Home Economics	Mrs. Hutcheson
Family/Community Liaison	Mrs. Taylor	Mathematics	Mrs. Adams
Migrant/Community Liaison	Mrs. Viveros	Physical Ed	Mr. Colvin
Career Technician	Ms. Rhea	Science/Pre-Med Pathway	Mrs. O'Donohoe
Counseling Technician	Ms. Corralez	Social Science	Mrs. Rickard
		Special Education	Mrs. Martinho



“Quality Schools Preparing Exceptional Students”



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Tulare Western High School

Bell Schedules:

Monday-Thursday

Period One/Two:	8:00-10:00
Break:	10:00-10:15
Period Three/Four:	10:15-12:15
Lunch:	12:15-1:00
Period Five/Six	1:00-3:00

Friday and Winter

Period One/Two:	9:00-10:45
Break:	10:45-11:00
Period Three/Four:	11:00-12:45
Lunch:	12:45-1:30
Period Five/Six	1:30-3:15

Minimum Day Bell Schedule

Period One/Two	8:00-9:20
Break	9:20-9:35
Period Three/Four	9:35-10:55
Passing	10:55-11:05
Period Five/Six	11:05-12:25

Late Start Friday Schedule

Period One/Two	9:30-11:05
Break	11:05-11:20
Period Three/Four	11:20-12:55
Lunch	12:55-1:40
Period Five/Six	1:40-3:15



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Tulare Western High School

School Wide Learner Outcomes (SLOs)

All students at Tulare Western High School will demonstrate:

1. Critical Thinking

- By gathering, synthesizing, and analyzing information
- By justifying answers, defending opinions and summarizing thought processes
- By developing a plan of action to solve problems

2. Creativity

- By creating new solutions using prior knowledge
- Through organization, adaptability, flexibility and perseverance
- By creating a flexible plan to explore multiple solutions

3. Communication

- Through effective writing, speaking, and listening skills
- By effective use of public, social, and academic language skills

4. Collaboration

- By communicating effectively within a team
- By working together interdependently with equal accountability and participation
- Through technology



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Tulare Western High School

Using Your Course Description Book Effectively

Tulare Western's course description handbook is a vital tool in helping students and parents plan these four very important years of high school. The catalog lists the current courses available to our students. Courses range from career and technical courses to college preparation, Honors and Advanced Placement. The courses in this catalog are all aligned to state standards and frameworks. The teachers who teach these courses are highly qualified as defined by the No Child Left Behind Law. We hope that your child's experiences at Tulare Western are positive ones. Those experiences begin in the classrooms where these courses are taught and the foundations for futures are established.

Kevin Covert
Principal

Step 1: Review the information in this course description book carefully.

You should review the information in this book carefully as you plan your courses for next year. Take time to think about how the courses you have chosen will fit into your four-year plan at Tulare Western. When reviewing course descriptions, pay special attention to the grade requirements and prerequisites needed for each class. Taking the time to do this will ensure that you are taking appropriate classes and meeting your goals.

Step 2: Select your classes.

Once you have read the descriptions for the classes being offered, take time to write the names of elective classes you are interested in taking. Meet with your counselor to ensure that the classes you have selected fit into your four-year plan and will help to meet your long-term goals for graduation and for possible college admissions.

Step 3: Deciding if you need to repeat a class.

If you have failed a class that is required for graduation, you must plan to repeat that course during summer school, through night school or the Plato Program. A grade of "D" or better is considered a passing grade for graduation purposes. However, if you are planning to apply to a four-year university, you must pass all classes within the A-G requirements with a "C" or better. If you repeat a class, both the original and repeated

grades will appear on your transcript and be calculated into your G.P.A. Meet with your counselor if you have questions about repeating a course.

Step 4: What are my plans for after high school?

Your plans for after high school (basic diploma, community college, four-year college) will largely dictate the types of classes you need to take. Meet with your counselor to decide which classes will best suit your needs and long-term goals.

Tulare Western High School

Policy on Selecting a Schedule

It is extremely important that you choose your classes and alternates carefully. We do not offer semester classes. Therefore, your selection is a commitment for the entire school year.

- ▶ All students must have a 6-period day.
- ▶ A maximum of 2 periods in work experience is allowed (11th and 12th graders only).
- ▶ No more than 1 period of any type of aide position is permitted (11th and 12th graders with a minimum of GPA of 2.0 or higher only).
- ▶ Community Service is available to Juniors and Seniors with a minimum GPA of 2.0

Policy on Schedule Changes

Throughout the year, numerous requests for schedule changes are made for many different reasons. **A careful review of student choices at the time of registration is highly recommended.** It is important to realize that students are often placed in the alternate choice class because there is not enough space to accommodate all of the requests for some classes. Therefore, it is important to select a satisfactory alternate. **The counseling staff will only change a schedule due to extenuating circumstances such as:**

- ▶ To correct a schedule conflict or an incomplete schedule.
- ▶ To adjust a schedule due to a change of summer school plans or failure to pass summer school class.
- ▶ To act upon teacher recommendation regarding a student placement (parent conference required).



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Access to Grades On-Line

Parents and students are able to access grades on-line by visiting our Aeries Grade book. This tool is very helpful in answering parent concerns regarding missing assignments, due dates and current grades. Just follow steps listed below:

- ▶ Visit website <http://www.tulare.k12.ca.us/twhs/> and click on “grades online.”
- ▶ OR download the “Parent Link” on your smartphone.
 - Search for TJUHSD app and download
 - Select your school to follow and log in.
 - You can log-in through Aeries, Facebook, or google if your email is on file with the school. If your student is not connected to your account go to goo.gl/kIR9kT

Opportunities for Credit Recovery

There are several opportunities for students who must recover credits to meet graduation requirements. The student and/or parent must meet with the counselor to determine the best course for credit recovery. Credit recovery may include the following Tulare Joint Union High School District Programs:

Evening/Night classes: Meet with your counselor to enroll in classes offered.

PLATO: Plato is an online credit recovery program. The student must obtain a referral form from his/her counselor that indicates the class and amount of credits requested to be taken by the student. The student, parent, and counselor must sign the referral before the student submits it to the PLATO teacher for enrollment.

- ▶ The student can work on one class at a time before moving on to additional classes.
- ▶ Attendance is required once per week. Students are allowed two absences. Upon the 3rd absence for a given course, the student will be dropped from the course.
- ▶ The student will be required to have at least two hours of seat time per week.
- ▶ Students are allowed to work on assignments and mastery tests outside of class time.
- ▶ All Pre-Tests and Post-Tests and End of Semester Tests (Final) must be taken during assigned PLATO class, under the supervision of the instructor. Specific instructions:
 - a. Advisor must be notified before beginning any test.
 - b. The test must be started and completed in the same session.
 - c. Once a Post-Test or Semester Final has been completed, it cannot be re-taken.
- ▶ All assignments and tests must be completed by the student.
 - Final Test 35 %
 - Post Tests 35 %
 - Mastery Tests 30 %

Tulare Western High School

Minimum Graduation Requirements:

COURSE	CREDITS
English	40
World History	10
U.S. History	10
Government	5
Economics	5
Mathematics	20 (Must include one year of Algebra)
Physical Science	10
Life Science	10
Fine Arts or Foreign Language	10
Physical Education*	20
Electives	80
TOTAL	220

Additional Graduation Requirements:

1. Students must be in class at least 95% of the periods during the senior year of high school to participate in commencement ceremonies. Seniors not meeting the 95% attendance requirement will still graduate and receive a diploma but will not be part of the commencement ceremonies.



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TULARE JOINT UNION HIGH SCHOOL DISTRICT 2016-2017 Senior Attendance Policy

TJUHSD Administrative Regulation for Senior Attendance:

Tulare Joint Union High School District has implemented a 95% attendance policy that must be met during the senior year for participation in commencement ceremonies.

- 1. Students must be in class at least 95% of the periods during the senior year of high school to participate in commencement ceremonies. Seniors not meeting the 95% attendance requirement will still graduate and receive a diploma but will not be part of the commencement ceremonies.**
- 2. This is not an excused/unexcused absence policy. It is an attendance policy. Any absence will be counted against the 95% attendance requirements. The type of absence does not matter with the following exceptions:**
 - a. Doctor appointment or doctor mandated stay at home**
 - b. Subpoenas to court**
 - c. Funeral for an immediate family member**
 - d. Participation in a school activity**
- 3. It is up to the student to bring verification from the doctor or court for an exception. Otherwise the absence will count against the policy. Verification must be brought within five (5) school days upon the return of the absence.**
- 4. Saturday School attendance (all four hours) may clear an absence. Banking of Saturday School credit is NOT allowed.**

I have read and understand the district's policy of the Senior attendance requirement.

Print student name

Student signature

Print parent name

Parent signature

COMMUNITY COLLEGE ADMISSIONS REQUIREMENTS

Admission Requirements

Admission to a California community college is open to any California resident possessing a high school diploma or equivalent. California community colleges may admit any nonresident possessing a high school diploma or equivalent or any person over the age of 18 who, in the judgment of the board, is capable of profiting from the instruction offered.

Placement Tests

Every community college has some form of assessment or **placement test**, and every college has procedures to determine who should be assessed prior to registration. Community colleges do not require tests as an admission requirement. However, **nearly every community college administers assessments (placement tests) in reading, English, and Mathematics**. College counselors use your assessment scores and related information about you to recommend which levels of English, reading, and math are appropriate for you. They want you to enroll in classes in which you have a reasonable chance of success.

Helpful Websites

<http://www.cccco.edu/>
<http://www.cccapply.org/>
<http://www.cccapply.org/FAQ/admissions.asp#1>

Contact Information

Sequoias, College of the
915 South Mooney Boulevard
Visalia CA 93277-2234

Sequoias Community College District
(559) 730-3700
www.cos.edu

Bakersfield College
1801 Panorama Drive
Bakersfield CA 93305-1299

Kern Community College District
(661) 395-4011
www.bakersfieldcollege.edu

Fresno City College
1101 E. University Avenue
Fresno CA 93741-0001

State Center Community College District
(559) 442-4600
www.fresnocitycollege.edu

Reedley College
995 N. Reed Avenue
Reedley CA 93654-2099

State Center Community College District
(559) 638-3641
www.reedleycollege.edu

West Hills College
300 Cherry Lane
Coalinga CA 93210-1399

West Hills Community College District
(559) 934-2000
www.westhillscollge.com

A-G ADMISSION REQUIREMENTS

Universities of California (UC)

&

California State Universities (CSU)

(a) History / Social Science – Two years, including one year of World History, Cultures, and Historical Geography **and** one year of U.S. History or one-half year of U.S. History and one-half year of Civics or American government.

(b) English – Four years of college preparatory English that include frequent and regular writing, and reading of classic and modern literature.

(c) Mathematics – Three years of college preparatory Mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

(d) Laboratory Science – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: Biology, Chemistry, and Physics.

(e) Language Other Than English – Two years of the same language other than English.

(f) Visual & Performing Arts – One year, including dance, drama/theater, music, or visual art.

(g) College Preparatory Elective – One year (two semesters), chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

**** Students must pass all A-G courses with a grade of “C” or better.**

Tulare Western High School

College Entrance Exams

Testing requirements for admission vary from college to college. Some colleges accept only the SAT while others accept the SAT or the ACT. Most schools will take the highest scores from different test dates. Many colleges require the SAT II Subject Test in addition to the SAT, for example the UC system require both. Therefore, it is important to research which tests are required at the colleges to which you intend to apply.

- ▶ **SAT** – The SAT is the most widely used and most rigorously researched college admissions test in history. For 78 years, the SAT has been a vital tool for students and families has helped admissions officers make fair and informed college admissions decisions. The best preparation for doing well on the SAT is to take rigorous courses within a strong curriculum. The SAT consists of a Reading, Writing and Language, and Math section. The maximum Composite Score is 1600 and SAT Essay is reported in 3 dimensions, each 2 – 8. It is recommended that you take the SAT for the first time in your Junior year. You must take the SAT by December of your senior year to meet college entrance requirements. For testing dates and locations, go to www.collegeboard.com. You can register online or by mail.
- ▶ **SAT Subject Tests** – The SAT Subject Tests are a one-hour long college admission tests of knowledge in each specific subject area. Colleges requiring the SAT Subject Tests usually require three subject tests. One must be in writing.
- ▶ **ACT** – The ACT is a college admissions examination that consists of tests in English, Mathematics, Reading, and Science Reasoning. ACT provides a composite score, graded from 1 (lowest) to 36 (highest). The test is primarily multiple choice. You can register online at www.actstudent.org.
- ▶ **Test Preparation** – Practice can improve scores. We recommend that you take the Practice SAT (PSAT) both in your sophomore and junior year. The ACT offers a practice test call the PLAN that we recommend you take your sophomore year. Visit www.number2.com for free test preparation. Sample questions can also be found at both the ACT and College Board websites (www.act.org and www.collegeboard.com).

COURSE DESCRIPTIONS

Agriculture Department



Agriculture Science I

Grade Levels: Recommended for grade 9

Prerequisites: None

This course is designed to familiarize students with the general skills that they may need for a career in Agriculture. Students will be introduced to the world of California Agriculture, FFA Leadership Development and Supervised Agriculture Experience.

Agricultural Science II

Grade Levels: Recommended for grade 10 - 12

Prerequisites: Agriculture Science I with a “C” or better

To be developed for 2017 – 18 School year. Successful completion of this course meets one year of the College Preparatory Elective (‘g’) requirement for the CSU/UC system.

Agricultural Business

Grade Levels: Recommended for grade 12

Prerequisites: Any two of the following courses passed with a “C” grade or better:
- Agriculture Science, Agriculture Science II, Dairy Skills, Livestock, Plant & Animal Physiology, Ornamental Horticulture, or Agriculture Mechanics 1, 2, 3.

This course is designed to provide agriculture students with an understanding of the six basic areas of agribusiness: marketing, sales, finance, accounting, agriculture law, and government. This class may become eligible to receive 2+2 credit from local community colleges. Successful completion of this course meets one year of the College Preparatory Elective (‘g’) requirement for the CSU/UC system.

Agricultural Mechanics I

Grade Levels: Recommended for grade 9

Prerequisites: None

This course is designed to familiarize students with the general skills that they may need for a career in Agriculture Mechanics or Agriculture Engineering. This course covers Measurements, Tool Identification, Electricity, Concrete, Cold Metal Work, Welding, and Wood Working. Successful completion of this course meets one year of the College Preparatory Elective (‘g’) requirement for the CSU/UC system.

Agriculture Biology

Grade Levels: Usually taken in 9th grade, but can be taken 9 -12

Prerequisites: Must be enrolled concurrently in Agriculture Science I

This is a one-year laboratory science course designed for the college-bound student with career interests in agriculture. Designed for agriculture students, this college-prep biology course will cover areas such as: cells, photosynthesis, respiration, ecology, genetics, and plant & animal systems. Successful completion of this course meets the Life Science requirement for graduation and one year of the College Elective ('d') requirement for the CSU/UC system.

Agriculture Mechanics II

Grade Levels: 10-12

Prerequisites: Agriculture Mechanics I with a grade "C" or higher or teacher approval

This course is designed to take over where Agriculture Mechanics I left off. In this course, students will develop the skills needed to weld a variety of materials with several processes of welding such as Oxy-fuel, Arc, TIG, and MIG.

Agriculture Mechanics III: Welding Construction

Grade Levels: 11-12

Prerequisites: Agriculture Mechanics II with a grade "C" or higher or teacher approval

This is the third course in the Agricultural Mechanics sequence. It is designed to build on the skills learned in Agricultural Mechanics II. Students will learn to plan, organize, and construct various projects with metal.

Agriculture Mechanics IV: Advanced Welding Construction

Grade Levels: 11-12 (Recommended for grade 12)

Prerequisites: Agriculture III with a grade "C" or higher or teacher approval

This is the fourth course in the Agriculture Mechanics sequence. It is designed to build on the skills learned in Agriculture Mechanics III. Students will learn to plan, organize, and construct various projects with metal. Students will also plan for post-secondary education or to enter the work force.

Agriculture Work Experience

Grade Levels: 11-12

Prerequisites: Completion of Either Agriculture Mechanics I or Agriculture Science I

Agriculture Work Experience provides the opportunity for students to experience on-the-job experience in the world of work. Students are placed in Agriculture or Agri-business jobs and must complete related instruction assignments as part of the program. The related instruction focuses on the development of proper job habits and attitude and includes individualized instruction, which is directly related to the job. School credit is

given and is based on both the employer's evaluation as well as that of the work experience supervisor.

Dairy Skills

Grade Levels: 11-12

Prerequisites: Agriculture 2 or permission of instructor



This course is designed for students who are interested in working with dairy cattle as a manager, herdsman, and dairy worker or milker. Students will gain knowledge of the basic skills as well as theoretical basis as it relates to such major areas of study of herd, health, nutrition, reproduction, artificial insemination, record keeping, fitting, and showing.

Floriculture

Grade Levels: 10-12

Prerequisites: None

This class is designed to allow student to apply an artistic approach to floral design. Students will explore elements and principles of design, two- or three-dimensional designs, history of floral art, arrangement styles and techniques and seasonal designs. Students will achieve this through creating, designing, identifying, explaining, and evaluating all topics of study. All students will also learn various types of cut and potted foliage, potted flowering plants, fresh flowers, tools, materials, display techniques, and cut flower care. Students will learn to recognize balance and harmony within an arrangement, along with scale, color, and date. The historical and cultural past of the floral industry will be discussed as it related to modern floral design and tradition.

Livestock

Grade Levels: 11-12

Prerequisites: Agriculture 2 or permission of instructor

This course provides students with the opportunity to explore the various segments of the total livestock industry. Students will learn basic managerial skills involved in the raising of breeds of sheep, swine and beef that are important to the industry. Feeding practices, basic veterinarian skills, systems of breeding and a study of the various animal systems are among the more significant areas studied.

Small Engine and Power Systems

Grade Levels: 11-12

Prerequisites: Agriculture II with a grade "C" or higher or teacher approval

Students in this class will study the care and use of farm equipment commonly used in farming, with special emphasis given to tractor maintenance and operation. Other areas of study include farm safety, small engines, outdoor power equipment, hydraulic, electrical, fuel, cooling and exhaust systems and drive trains. Repair and modification of commonly used farm equipment is also covered.

Diesel Engine

Grade Levels: 11-12 (Recommended for grade 12)

Prerequisites: Agriculture Mechanics II with a grade “C” or higher or teacher approval

This is the fourth course in the Agricultural Mechanics Power Technology sequence. It is designed to build on the skills learned in Small Gas Engines emphasizing on Diesel engines.

Veterinary Science

Grade Levels: 11-12 (Recommended for grade 12)

Prerequisites: Any two of the following courses passed with a “C” grade or better:

- Agriculture Science, Agriculture Biology, Agriculture Science II, Plant & Animal Physiology, Livestock, Dairy Skills

This class is designed to teach students advanced skills used in animal health and care, focusing primarily on the nutrition, behavior, psychology, handling of and identification of small animal species along with livestock species. It is designed to prepare students for the animal health field as it relates to veterinary medicine, auxiliary animal health services, and products. Students will learn to handle and safely retrain various animals, collect various lab samples, and do simple laboratory tests. Office procedures and records will be stressed as well as oral and written communication.

AVID Department

AVID 1

Grade Levels: 9

Prerequisites: Application

Interview

Teacher recommendation

This course is designed to prepare students, most of whom have been performing in the academic middle, for university acceptance. Activities focus on writing-to-learn, inquiry, collaboration, and reading. Students participate in twice-weekly tutorials and learn the organizational and thinking skills that will lead to success in high school.

AVID 2

Grade Levels: 10

Prerequisites: Application

Interview

Teacher recommendation

This course is designed to prepare students, most of whom have been performing in the academic middle, for university acceptance. Activities focus on writing-to-learn, inquiry,

collaboration, and reading. Students participate in twice-weekly tutorials and learn the organizational and thinking skills that will lead to success in high school.

AVID 3 and 4 - AVID Seminar (2 Year Course)

Grade Levels: 11 -12

Prerequisites: Participation in AVID 2, and preferably AVID 1
2.5 minimum GPA

Enrollment in Honors and Advanced Placement classes

AVID Junior/Senior seminar is a two-year course that prepares students for university acceptance. Activities focus on writing-to-learn, inquiry, collaboration, and reading. Students participate in twice-weekly tutorials and learn the organizational and thinking skills that will lead to college success. All students in Junior/Senior Seminar must take and pass at least one Advanced Placement class, and take the test. Students must also take the SAT or ACT and complete all other college acceptance requirements. Successful completion of AVID 4 meets the one-year College Preparatory Elective ('g') requirement for the CSU/UC system.

Business Department

Accounting

Grade Levels: 9-12

Prerequisites: A grade of "C" or better in Algebra 1
Reading at grade level

Accounting is a competency-based course where the student will discover their own interests, capabilities, and vocational opportunities in the accounting field. Generally acceptable accounting principles (GAAP) and concepts are emphasized through the use of journals, ledgers, and various kinds of business statements. Neatness, accuracy, and completeness of task are strongly emphasized.

Advanced Accounting

Grade Levels: 11-12

Prerequisites: A grade of "B" or better in Accounting

This course will help the student develop a working knowledge of advanced accounting and better prepare the student for gainful employment or college study in the accounting field. The course includes advanced instruction and practical application in the areas of payroll, journals, and ledgers as used in the partnership as well as the corporate areas of accounting. It will cover accounting control systems using a voucher system and complete inventory system.



Technology Core

Grade Levels: 9-12

Prerequisites: None

Students will develop a master of the keyboard through touch-typing and develop a typing speed of 40 words per minute. Other areas of study will comprise of Word Processing in the form of formatting business letters, resumes, cover letters, and formatting MLA Style research papers. Further applications include creating spreadsheets using Microsoft Excel, desktop publishing using Microsoft Publisher, and slide presentations using Microsoft PowerPoint. Students will learn how to effectively utilize the World Wide Web for their schoolwork and home use. A simulation utilizing the Microsoft Office Suite is completed at the end of the course. Microsoft Office 2016 and Windows 10 are used.

Advanced Technology Core

Grade Levels: 10-12

Prerequisites: Keyboarding skills including the ability to touch type 30 wpm and Technology Core class completed with a “C” grade or better

This course covers advanced computer applications, including Microsoft Word, Excel, PowerPoint, and Publisher 2013. Students will be able to correctly format flyers, form letters, business letters, and newsletters, create spreadsheets with financial functions, amortization schedules and detailed data tables. Students will learn how to further effectively utilize the World Wide Web for their schoolwork and home use. A simulation utilizing the Microsoft Office Suite is completed at the end of the course. Microsoft Office 2015 and Windows 10 are used.

English Department

T.W. Graduation Requirement - 4 years: English 1, English 2, English 3, English 4

English 1

Grade Levels: 9

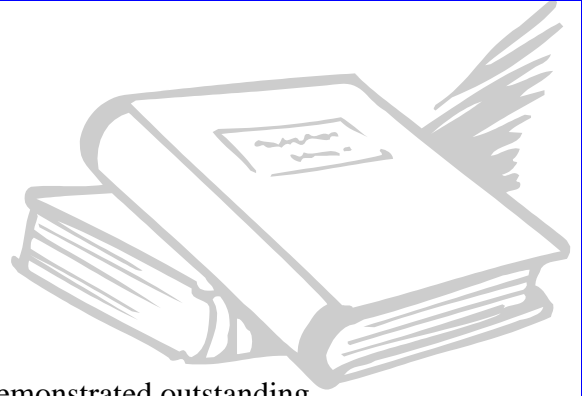
Prerequisites: Appropriate GATES and EDGE reading scores.

This course focuses on the development and improvement in reading, speaking, and listening. The literature studies focus on the elements of literature in short stories, novels, and drama. Writing skills, including grammar and composition, are taught by learning the fundamentals of the essay and the research paper. Vocabulary development is an integral part of the program. Accelerated Reader is also a component of the course. Successful completion of this course meets the English requirement for graduation and one year of the English ('b') requirement for CSU/UC.

English 1 Honors

Grade Levels: 9

Prerequisites: Application
Writing Sample
Summer assignment
Teacher recommendation



This course is designed to challenge students who have demonstrated outstanding abilities and achievement in language arts. In addition to completing the core curriculum for 9th grade English, students will be expected to complete supplemental, in-depth reading and composition assignments. The class will integrate literature, language, and composition. Accelerated Reader is also a component of the course. Pathway students will follow honors curriculum in addition to collaborating on projects with their cohorted courses. Successful completion of this course meets the 9th grade English requirement for graduation and one year of the English ('b') requirement for the CSU/UC system.

English 2

Grade Levels: 10

Prerequisites: None

The purpose of this course is to continue the development of the student's language arts skills. The emphasis is on building the literacy and language art skills necessary to advance on the college preparation path. Time will also be spent preparing students for the California Assessment of Student Performance and Progress (CAASPP). Successful completion of this course meets the 10th grade English requirement for graduation and one year of the English ('b') requirement for the CSU/UC system.

English 2 Honors

Grade Levels: 10th

Prerequisites: English 1 or 1H
Adequate or Exemplary on District Writing Assessment
Teacher or counselor recommendation

This course focuses on World Literature as the basis for extending students' ability to think critically, as well as to read, write, speak, and listen thoughtfully and effectively.

The purpose of this course is to provide challenge and enrichment for students who have demonstrated a strong ability and interest in language arts. It is designed to prepare students for English 3 AP and for AP English in the senior year and for college and university course work upon graduation. Students participating in the medical pathway will be expected to enroll in this course. Pathway students will follow honors curriculum in addition to collaborating on projects with their cohorted courses. Successful completion of this course meets the 10th grade English requirement for graduation and one year of the English ('b') requirement for the CSU/UC system.

English 3

Grade Levels: 11

Prerequisites: None

The purpose of this course is to study literature written by authors of the U.S. and to increase students' understanding of American themes and values. Students will study essays, short stories, poetry, novels, biographies, and drama. Students will write informational, reflective, and argumentative essays in both timed-writing and process formats. Time will also be spent preparing students for the California Assessment of Student Performance and Progress (CAASPP), with emphasis on college and career readiness in reading and writing. Successful completion of this course meets the 11th grade English requirement for graduation and one year of the English ('b') requirement for the CSU/UC system.

English 3 AP

Grade Levels: 11

Prerequisites: English 2 H recommended

English 1 H recommended

Adequate or Exemplary on District Writing Assessment

Teacher recommendation

This course is designed for the student who is seriously preparing for college, is already a good reader and writer, and is willing to dialogue and participate in in-depth Socratic discussion regarding the reading and writing being done in class. This course will assist students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. In addition, students will be expected to take the AP exam in May. If the student receives a score of "3" "4" or "5" on the national AP Exam, the student will be awarded variable credits, depending on the college or university. Successful completion of this course meets the 11th grade English requirement for graduation and one year of the English ('b') requirement for the CSU/UC system.

ERWC

Grade Levels: 12

Prerequisites: None

This rhetoric-based course was designed by the California State University and the California Community Colleges and fulfills the district's senior year English graduation requirement. The goal of ERWC is to develop advanced critical and analytical thinking skills through argumentative reading and writing. Throughout the course, students will engage with texts that deal with controversial, contemporary issues. Students will evaluate various authors' claims and writing styles, and then participate in thoughtful, text-based discussions in order to formulate their own opinions. Students will defend their viewpoints in numerous argumentative essays that will require multiple drafts. Successful completion of this course meets the English requirement for graduation and one year of the English ('b') requirement for CSU/UC.

English 4 AP

Grade Levels: 12

Prerequisites: English 3AP or English 2 Honors recommended
Adequate or Exemplary on District Writing Assessment
Level 3 or 4 on CAASPP Exam
Teacher recommendation
Summer reading assignment

This course is designed to challenge those students who have demonstrated outstanding abilities and interests in language arts. It is a class for students who are not only capable of accelerated course work, but are also willing to devote extra time to reading and preparing assignments. The AP student is industrious, conscientious, creative, and mature. It is the student who is seriously preparing for college and should possess a sincere desire to expand his/her knowledge and skills. The AP student should enjoy articulating ideas in class and view the challenging reading selections as an opportunity to grow intellectually. Students are expected to take the AP exam in May. If the student receives a score of “3” “4” or “5” on the national AP Exam, the student will be awarded variable credits, depending on the college or university. Successful completion of this course meets one year of the English requirement for graduation and one year of the English (‘b’) requirement for the CSU/UC system.

English 1 and 2 IS (Formerly Edge Level A/B INV)

Grade Levels: 9-10

Prerequisites: Determined by EDGE Placement Test
CAASPP scores
Teacher Recommendation

English 1 and 2 IS provides a systematic and focused approach to supporting English Language Arts skills, using rigorous and coherent instruction that motivates students with relevant, readable literature and strategic skill instruction. Instruction focuses on the 9th – 10th Grade English Language Arts Standards. English 1 and 2 IS is a support class that is standard based and designed to develop skills in reading, vocabulary, literary analysis, writing, and grammar. This course is taken concurrently with English 1 or 2, and is meant to provide English Language Arts support, so that students can be successful in their traditional college prep English course. Successful completion of this course meets the English requirement for graduation, but does **NOT** meet the requirement for admittance to a 4-year university.

English 1 A IN/IS

Grade Levels: 9

Prerequisites: Determined by appropriate GATES and EDGE reading scores.
CAASPP scores
Teacher Recommendation

English Level A IN/IS provides a systematic and focused approach to acquiring English Language Arts skills, using Read 180, a rigorous and coherent curriculum that motivates students with relevant, readable literature and strategic skill instruction. Instruction

focuses on the 9th – 10th Grade English Language Arts Standards. English A IN/IS is a support class that is standard based and designed to develop skills in reading, vocabulary, literary analysis, writing, and grammar. Successful completion of this course meets the English requirement for graduation, but does **NOT** meet the requirement for admittance to a 4-year university.

English Language Development (ELD) Department

ELD 1 (2 period course)

Grade Levels: 9-12

Prerequisites: CELDT no higher than “early intermediate”

No more than 24 months of English language in the U.S.

This course is for the new learner of the English language and is currently being offered at Mission Oak High School. This class meets two hours daily for intense English study. ELD 1 will focus on reading and writing skills as well as developing vocabulary, listening, and speaking skills. Successful completion of this course meets the English requirement for graduation.

ELD 2 (2 period course)

Grade Levels: 9-12

Prerequisites: “C” or better in ELD 1

CELDT score of no less than “Early Intermediate”

This course is for students who are beginning their second year of English language learning or the equivalent. Students will become acquainted with different forms of literature. Students will also participate in activities that will facilitate reading comprehension and vocabulary development. Students will participate in grammar activities and write sentences as well as well-organized paragraphs. Successful completion of this course meets the English requirement for graduation.



ELD 3

Grade Levels: 9-11

Placement: Students are placed in this class based on CELDT scores, academic progress, and teacher recommendation.

English Language Development 3 Support (ELD 3) provides a systematic and focused approach to acquiring the English Language, using rigorous and coherent instruction that motivates students with relevant, readable literature and strategic skill instruction. Instruction focuses on the 9-10th and 11-12th grade English Language Arts Common Core Standards. ELD 3 is a supportive class that is standard based and designed to develop skill in reading, concepts and vocabulary literary analysis, writing, and grammar.

World Language Department

T.W. Graduation Requirement - 1 year of Foreign Language or Visual and Performing Arts)

Portuguese 1

Grade Levels: 9-12

Prerequisites: None

This beginning language course, conducted almost exclusively in the target language, is designed for students to achieve success and have a positive experience with the Portuguese language and culture. Instruction emphasizes listening, comprehension, speaking, reading and writing. Students develop the basic vocabulary, grammar and communication skills to socialize, ask questions, and give directions, express feelings, emotions, attitudes, and points of view. They speak, read and write about school, family, friends, activities, careers, health, clothes, travel, sports, pastimes, shopping and other themes. Students learn about Portuguese-speaking countries and the heritage of the Portuguese-American communities.

Portuguese 2

Grade Levels: 9-12

Prerequisites: Portuguese 1 with a grade of “C” or better

Students in this course continue to interact in the Portuguese language, with an emphasis on self-expression, and continue to develop their real life communication skills. The instructor reviews basic grammar and vocabulary in Portuguese 1, and then expands the vocabulary so that the students may express themselves in the past, present and future. A focus is placed on the ability to communicate effectively about the student’s life, interest and activities. Students who successfully complete this course are able to comprehend and speak about a variety of topics in both the present and past tense, and are capable of handling more complex cultural situations. There is a strong emphasis on verbal and written skills, accompanied by an ample exposure to Portuguese culture, history and traditions.

Portuguese 3

Grade Levels: 9-12

Prerequisites: Portuguese 2 with a grade of “C” or better

Students in their third year of Portuguese language study continue to expand and strengthen their vocabulary and language competency with creative writing exercises and challenging conversations. All forms of intermediate grammar and communicative skills are covered, so that students may present information, comprehend concepts, and develop ideas related to real life situations. The instructor pursues the exploration of literary works, with an emphasis on literature from Portugal, the Azores, and Brazil. Students also study segments of Portuguese history and the Portuguese-American traditions in California. Students who successfully complete this course can read, comprehend, write, and speak Portuguese at the intermediate level in past, present and future tenses.

Portuguese 4 H (Tulare Union campus)

Grade Levels: 11-12

Prerequisites: Completion of Portuguese 3 with a “B” or better **and** teacher recommendation

Conducted exclusively in Portuguese, this is the most advanced Portuguese language course where students improve their oral and written communication skills to an advanced level. Students are exposed to multiple levels of authentic comprehensible input through three types of readings: historical, journalistic, and literary. With an emphasis on communication, students foster critical thinking in the Portuguese language. A focus is placed on the practical aspects of using the target language in real life situations. The instructor penetrates the idiosyncrasies of the language and culture, as students participate in a variety of projects reinforcing all aspects of the Portuguese-American experience. Students participate in the Society of Portuguese-American Students (SOPAS) dance group, to learn and present traditional Azorean dances at various school and community functions.

Spanish 1

Grade Levels: 9-12

Prerequisites: None

This course deals with everyday life situations through the teaching of key phrases and expressions, which the student must learn in order to be able to communicate in Spanish. Emphasis is placed upon a sound development of the four basic language skills of speaking, listening, reading, and writing. Students are taught elementary conversational patterns which is supplemented by selected reading materials and elementary composition. Basic grammatical concepts are presented and reinforced through oral and written practice. Provision is made for developing an appreciation of the history, culture, and customs of the countries in which the language is spoken. This course also deals with the cultural and nonverbal aspects of communication. Successful completion of this course meets the world language requirement for graduation and the Foreign Language (‘e’) requirement for the CSU/UC system.

Spanish 2

Grade Levels: 9-12

Prerequisites: Spanish 1 with a grade of “C” or its equivalent

In this course students will continue to build on what they have learned in Spanish 1. Spanish 2 builds upon their vocabulary, sentence structure, and ability to communicate more effectively in Spanish. They will become more proficient at reading, writing, listening with greater understanding, and speaking at a second year level. Successful completion of this course meets the world language requirement for graduation and the World Language (‘e’) requirement for the CSU/UC system.

Spanish 3

Grade Levels: 9-12

Prerequisites: Spanish 2 with a grade of “C” or its equivalent

This is an advanced college-prep course with an emphasis on reading, writing, listening with comprehension, and speaking at a third year level. Students are exposed to Hispanic cultures, customs, and values. Students read short stories and are encouraged to discuss their content in the target language. In addition, students are required to write essays, non-fiction works, and summaries of works they have read. Successful completion of this course meets the foreign language requirement for graduation and the World Language (‘e’) requirement for the CSU/UC system.

Spanish 4

Grade Levels: 9-12

Prerequisites: The ability to read, write and speak Spanish

This course will emphasize to the students that by relying on their rich vocabulary, they will learn to express themselves both orally and in writing at a high cognitive level. Students will perfect their writing skills by their use of correct grammar, syntax, and accent application. By reading several short stories, the students will read for comprehension, making minimum mistakes. Successful completion of this course meets the world language requirement for graduation and the World Language (‘e’) requirement for the CSU/UC system.

AP Spanish Language & Culture

Grade Levels: 9-12

Prerequisites: Spanish 3 or 4 with a grade of “C” or its equivalent with teacher/counselor recommendation.

This course builds on the high level skills of Spanish 3 or 4 students. Students will read, write, and speak at an advanced level. They will demonstrate the ability to make accent application. They will write 200 word essays on various topics. They will communicate at an advanced level and be expected to take the Spanish Language AP exam in May. Successful completion of this course meets the world language requirement for graduation and the World Language (‘e’) requirement for the CSU/UC system.

AP Spanish Literature & Culture

Grade Levels: 11-12

Prerequisites: Spanish 5 with a grade of “C” or its equivalent with teacher/counselor recommendation.

In this class students will study literature from Spain and Latin America. They will analyze the content and style of each author appreciating his or her contribution to the richness of Hispanic Literature. Students will be expected to take the Spanish Literature AP exam in May. Successful completion of this course meets the foreign language

requirement for graduation and the World Language ('e') requirement for the CSU/UC system.

Home Economics Department

Fashion I

Grade Levels: 9 – 12

Prerequisites: None

This is a year-long course designed to introduce students to the world of fashion, fabrics, and construction. Topics include influences on fashion through culture, customs, history, designers, and the fashion industry. We will study styles of clothing as it relates to peer influence versus self-expression. You will learn the elements and principles of design as well as color to determine what looks best on you. Introduction to sewing will include basic skills needed as well as chosen apparel construction. Students will be involved in lab activities as well as bookwork.

Fashions II

Grade Levels: 10 – 12

Prerequisites: Fashion 1

This is a year-long course for the advanced students who will review previously learned topics and techniques and then focus on more difficult construction techniques and sewing projects. They will also be required to help Fashion 1 students in any area they feel they are proficient in. Students will be involved in lab activities as well as bookwork.

Life Management

Grade Levels: 9 - 12

Prerequisites: None

This course is a one-year comprehensive course designed to introduce students to the various areas of Home Economics. It will assist students in being able to meet the challenges of daily living with confidence; both now and as they look towards the future of independent living. Students will learn information and practical skills related to the following topics: Relationships, Communication and Conflict Resolution Skills, Child Development, Resource Management, Career Preparation, Food, Nutrition and Wellness, Fashion, and Interior Design. Students will be involved in hands-on activities as well as bookwork.

Introduction to Foods

Grade Levels: 10-12

Prerequisites: None

This is a year-long class designed to learn about nutrition, wellness, and food preparation techniques. Topics include nutrition, health and wellness practices, food safety and

sanitation, food preparation techniques, meal management skills, and career options in hospitality, tourism, and recreation. Students will observe and practice food preparation techniques through teacher demonstrated labs and food lab experiences; including American regional foods, and foods from around the world. Students will be involved in lab activities as well as menu planning.

Industrial Technology Department

Drafting 1

Grade Levels: 9-12

Prerequisites: None

This is a basic course in which students will learn practical concepts and techniques for manual mechanical drawing, usually referred to as board drawing. Many practical examples of common tasks performed by draftsmen in both architectural and mechanical drawing are provided. The course is primarily designed for the student that has very little or no knowledge of drafting technology. Students will use drafting equipment and other tools associated with the trades, such as T-squares, metric and standard scales, compasses, templates, and different hardness pencils. The math level is kept to arithmetic and some basic algebra and geometry. During the 2nd semester, students are introduced to CAD fundamentals and techniques by using Auto CADLT software. Students produce a variety of drawings, such as floor plans, templates, mechanical items, etc.

Advanced Drafting (course is repeatable)

Grade Levels: 10-12

Prerequisites: Completion of Drafting 1 and each subsequent Drafting course with a “C” or better.

The Drafting 2/3/4 course is as follow-on from Drafting 1 and subsequent drafting courses. It is intended for students who have a good working knowledge of drafting fundamentals, drawing techniques, and the use of CAD. The course is divided into three sections: Second Year Drafting, Third Year Drafting, and Fourth Year Drafting. The Drafting 2/3/4 course provides comprehensive, hands-on instruction in the terminology, principles, and applications of mechanical and architectural drawing. The purpose of this course is to provide entry-level knowledge and skills necessary to work in the drafting field, either mechanical or architectural. It is designed to provide a well-rounded curriculum that combines both the classroom instruction and hands-on experiences for the student to be able to continue training in college, technical school, military service, or to enter directly into the job site.

Wood I

Grade Levels: 9-12

Prerequisites: None

This course is designed to meet the growing needs of students in the industry and technology programs. It is primarily intended for students with minimal woodworking backgrounds who wish to prepare for further study in this area and to fit within the scope of the California Industry and Technology Education Framework. This class is designed with a hands-on approach, and the projects chosen are those useful for developing both problem solving and manual skills. The functional aspect of math is of prime importance, with emphasis given to its practical use in woodworking and other building trades. Students will learn how to use various power tools, drawings, bills of materials, and other documents. There are opportunities to work on optional projects which may incur fees.

Advanced Wood

Grade Levels: 10-12

Prerequisites: Wood 1 with a “C” or better

Advanced Wood is a woodworking course that is a follow-up course from Beginning Wood. It is designed to further meet the growing needs of students in the industry and technology programs and intended to include students with basic woodworking backgrounds who wish to prepare for further study in this area and to fit within the scope of the California Industry and Technology Education Framework. As most shop courses, it is designed with a hands-on approach, and the projects chosen are more complex and detailed to further develop problem solving skills and manual abilities. The functional aspect of math and technical writing are of prime importance, with emphasis given to their practical use in the woodworking industry. This course will contain demonstrations of various hand and power tools used by professionals in the manufacturing and construction industries. Practical problems, immediately followed by solutions are presented throughout the course. Students should have completed Wood or the previous Advanced Wood class with a C or better to enter into this next level of woodworking.

Mathematics Department

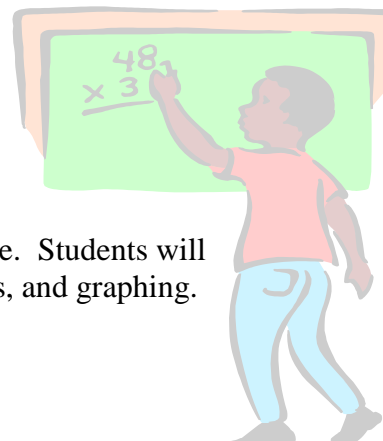
T.W. Graduation Requirement - 2 years: One year must be Algebra 1 and one year of another math course

Algebra 1

Grade Levels: 9 – 12

Prerequisites: None

This is the first year of the traditional college prep mathematics sequence. Students will apply arithmetic skills in problem solving, writing and solving equations, and graphing.



Successful completion of this course meets the Algebra I requirement for graduation and one year of the Mathematics ('c') requirement for the CSU/UC system.

Algebra 1 Honors

Grade Levels: 9 – 12

Prerequisites: 8th grade teacher recommendation

Algebra 1 Honors is the first course in a four-year sequence of college preparatory honors mathematics courses that culminates in students taking Calculus AB in the fourth year. This course fills the graduation requirement for Algebra 1. This course focuses on developing students fluency with solving their linear equations and inequalities and systems; extending these skills to solving quadratic and exponential functions; exploring functions, including sequences, graphically, numerically, symbolically, and verbally; and using regression techniques to analyze the fit of models to distributions of data.

Integrated Math

Grade Levels: 10 – 12

Prerequisites: Intended for sophomores who struggled in Algebra 1 as freshman, but passed with a D.

This course is designed to meet the second year mathematics requirement for students moderately successful in Algebra 1. It will provide those students further opportunity to study additional mathematical topics, without the rigor of the geometric proof process. Students will be instructed in the use of Geometer's Sketchpad as a way of investigating geometric properties. Successful completion of this course meets the Mathematics requirement for graduation.

Geometry

Grade Levels: 9 – 12

Prerequisites: Algebra 1 with a grade of "C" or Integrated Math

Geometry is in the traditional college prep mathematics sequence. Students will apply algebraic skills to applications in the physical world and develop the concept of mathematical proof. Scientific calculator recommended, but not required. Students may take Algebra 2 and Geometry concurrently. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics ('c') requirement for the CSU/UC system.

Geometry Honors

Grade Levels: 9 – 12

Prerequisites: Algebra 1 with a grade of "B" or higher and passing the Geometry Honors Entrance Assessment that includes multiple-choice problems and a performance task.

Summer assignment may be given.

Geometry Honors is in the traditional college prep mathematics sequence. Students will apply algebraic skills to applications in the physical world and develop the concept of mathematical proof. Geometry Honors will include outside individual and group projects. Additional topics will be taught. Scientific calculator recommended, but not required. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics ('c') requirement for the CSU/UC system.

Algebra 2

Grade Levels: 9 – 12

Prerequisites: Geometry with a grade of “C” or better in both semesters.

Algebra 2 is in the traditional college prep mathematics sequence. Students will apply algebraic skills to more abstract situations. Emphasis is on extending a student’s algebraic skills to develop more understanding. A TI-83 graphing calculator is recommended but not required. Students may take Algebra 2 before Geometry or may take the two classes concurrently. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics ('c') requirement for the CSU/UC system.

Algebra 2 Honors

Grade Levels: 9 – 12

Prerequisites: Honors Geometry with a grade of “C” or higher or Geometry with a grade of “B” or higher **and** passing the Algebra 2 Honors Entrance Assessment that includes multiple choice problems and a performance task. Summer assignment may be given and must be completed to stay in the course.

Algebra 2 Honors is in the traditional college prep mathematics sequence. Students will apply algebraic skills to more abstract situations. Emphasis is on extending a student’s algebraic skills to develop more understanding. A TI-83 graphing calculator is recommended. Algebra 2 Honors will include outside individual and group projects. Additional topics will be taught. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics ('c') requirement for the CSU/UC system.

Pre-Calculus

Grade Levels: 10 – 12

Prerequisites: Algebra 2 with a grade of “C” or better in both semesters.

Pre-Calculus, as the name implies, is a course to prepare students to study calculus. Applications will be made to the physical world where applicable, but the level of study is high. Students who have been successful in Algebra 1, Geometry, and Algebra 2 should do as well in Pre-Calculus, but the work required will increase. Students will want access to a graphing calculator. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics ('c') requirement for the CSU/UC system.

Pre-Calculus Honors

Grade Levels: 11 – 12

Prerequisites: Grade of “C” or higher in Honors Algebra 2 or grade of “B” or higher in both Geometry and Algebra 2 and teacher recommendation. Placement test will be given at the beginning of the school year, must pass with a 70% or higher to stay in the course.

Honors Pre-Calculus is a 1-year course that will study trigonometry and beginning Calculus topics. The purpose of this course is to give Honors students access to a challenging course that will provide students with the prerequisites necessary to enroll in Calculus BC. Students will want access to a graphing calculator. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics (‘c’) requirement for the CSU/UC system.

Calculus A/B AP

Grade Levels: 12

Prerequisites: Grade of “C” or higher in Pre-Calculus or Honors Pre-Calculus. Summer assignment may be given.

Calculus is the first year of college level mathematics and as such requires a high level of study. A score of 3, 4, or 5 on the Advanced Placement exam may earn college credit. It is the responsibility of the student to check with colleges of their choice to determine what score, if any, the college will accept. Students will want access to a graphing calculator. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics (‘c’) requirement for the CSU/UC system.

Calculus B/C AP

Grade Levels: 12

Prerequisites: AP Calculus AB with a grade of “C” or higher; or Pre-Calculus Honors with a grade of “C” or higher.
Summer assignment may be given.

Calculus BC is an intensive full-year course in the calculus of functions of a single variable. A score of 3, 4, or 5 on the Advanced Placement exam may earn college credit. It is the responsibility of the student to check with colleges of their choice to determine what score, if any, the college will accept. Students should have strong algebra and trigonometry skills. Use of TI-83/84 and/or TI-89 will be critical to student success in the course. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics (‘c’) requirement for the CSU/UC system.

Statistics AP

Grade Levels: 11 – 12

Prerequisites: Grade of “C” or higher in Honors Algebra 2 or Algebra 2 with a “B” or higher.

Summer assignment may be given.

AP Statistics is college level mathematics and as such requires a high level of study.

Statistics will introduce students to the major concepts and tools for collecting, organizing, analyzing, and drawing conclusions from numerical data. Students who successfully complete the course and AP examination may receive credit and/or advanced placement for a one-semester introductory, non-calculus-based, college course in statistics. It is the responsibility of the student to check with colleges of their choice to determine what score, if any, the college will accept. Students will want access to a graphing calculator. Use of a TI-83/84/89 calculator will be critical to student success in the course. Successful completion of this course meets the Mathematics requirement for graduation and one year of the Mathematics (‘c’) requirement for the CSU/UC system.

Technical Math

Grade Levels: 12

Prerequisites: Algebra 1 with a grade of “D”

This course is designed for seniors who have not met the two-year mathematics requirement for graduation. It does not replace the Algebra 1 requirement for graduation. Successful completion of this course meets the Mathematics requirement for graduation.

Physical Education Department

T.W. Graduation Requirement - 2 years

PE 1 (Co-Ed)

Grade Levels: 9

Prerequisites: None

This course provides students with the foundation and tools needed to develop skills for individual and dual sport motor skills, outdoor activities, and aquatics. Social skills development is taught throughout the entire curriculum. Course content include: principle of movement, learning through movement patterns, developing performance in sports, participation in lifetime activities and exploring possible careers in physical education and health. Activities include, but are not limited to swimming, track and field, volleyball, flag football, tumbling, soccer, basketball, pickleball, badminton, walking, running, and various cardiovascular activities. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE 2 (Co-Ed)

Grade Levels: 10 – 12

Prerequisites: None

This course provides students with an opportunity to further develop individual and dual sport motor skills, dance, outdoor activities, and aquatics. Social skills development is taught throughout the entire curriculum. Course content include: principle of movement, learning through movement patterns, developing performance in sports, participation in lifetime activities and exploring possible careers in physical education and health. Activities include, but are not limited to swimming, track and field, volleyball, flag football, tumbling, soccer, basketball, pickleball, badminton, walking, running, and various cardiovascular activities. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE 3 - Aerobics & Body Shaping (Co-Ed)

Grade Levels: 11 – 12

Prerequisites: Must have passed 2 years of PE

This course is designed for students who are very motivated about strength training, and cardiovascular fitness. Students will engage in toning and aerobic activities. Students will also learn about issues relating to health and proper nutrition. Benchmark exams and fitness tests will follow guidelines outlined in the State Physical Education Framework. Students will also be responsible for two final projects and an essay. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE A 1- Weight Training for Athletes (other than football)

Grade Levels: 9

Prerequisites: Must participate in one of TWHS sports teams

If not a student athlete, must have permission from the PE Chairman and Assistant Principal.

The purpose of this course is to provide student-athletes with a curriculum and activity level that meets their needs. If it geared towards students who want to excel athletically. The curriculum includes, but is not limited to: Introduction of Olympic and power lifting, daily dynamic warm up, plyometrics, linear speed drills, footwork drills, flexibility, major muscle groups, FIT principle, and basic nutrition of athletes. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE A 2 – Weight Training for Athletes (other than football)

Grade Levels: 10 – 12

Prerequisites: Must participate in one of TWHS sports teams

If not a student athlete, must have passed PE 1 and PE 2 as well as obtained permission for their PE 2 teacher, PE Department Chairman, and Assistant Principal.

The purpose of this course is to provide student-athletes with a curriculum and activity level that meets their needs. If it geared towards students who want to excel athletically, much the same as an AP Math or English class. The curriculum includes, but is not limited to: Advanced Olympic and power lifting movements, sports-specific workouts, intense strength training, plyometrics, instruction in sports injuries and athletic training, instruction in nutrition for athletes, research on sports-oriented careers and help with athletic scholarships and college choices. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE A F – Weight Training for Athletes (freshman football)

Grade Levels: 9

Prerequisites: Must be a member of the Freshman Football Team.

The purpose of this course is to provide student-athletes with the training needed to excel at the game of football - in and out of the classroom. It is geared towards students who want to excel athletically. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE A JV – Weight Training for Athletes

Grade Levels: 10 – 11

Prerequisites: Must be a member of the Junior Varsity Football Team.

The purpose of this course is to provide student-athletes with the training needed to excel at the game of football – in and out of the classroom. It is geared towards students who want to excel athletically. Successful completion of this course meets one year of the Physical Education requirement for graduation.

PE A V – Weight Training for Athletes

Grade Levels: 10 – 12

Prerequisites: Must be a member of the Varsity Football Team.

The purpose of this course is to provide student-athletes with the training needed to excel at the game of football – in and out of the classroom. It is geared towards students who want to excel athletically. Successful completion of this course meets one year of the Physical Education requirement for graduation.

Alternative PE (Co-Ed)

Grade Levels: 9 – 12

Prerequisites: Physical disability that prevents student from participating in regular PE
Doctor's note is required

This course provides students with the foundation and tools needed to develop skills for individual and dual sport motor skills, outdoor activities, and aquatics. Rules, regulations, game strategy, and safety are emphasized for each activity. Social skills development is taught throughout the entire curriculum. Students develop their own learning plan for acquiring a new motor skill, analyze their own movement performance by applying

biomechanical principles, understand the purpose of physical education and its historical perspective, and understand and appreciate movement from both a personal and social perspective. All activities are adapted to meet the needs of each exceptional student. Successful completion of this course meets one year of the Physical Education requirement for graduation.

P.E. Medical (Co-Ed)

Grade Levels: 9 – 12

Prerequisites: Doctor's note is required

Students unable to participate in a physical education class due to a medical problem or condition are placed in Medical PE. This placement is temporary and requires the note of an authorized medical professional.

Science Department

T.W. Graduation Requirement - 2 years: One year of Physical Science and one year of Biological Science)

Introduction to Physical Science

Grade Levels: 9 – 12

Prerequisites: Knowledge of 7th and 8th grade science standards & content.

This college preparation science covers the California State Standards for Earth Science with physics and chemistry concepts interwoven throughout the course. Topics include geology, plate tectonics, nutrient cycles, atmosphere, weather and astronomy. The course will also embed Science Literacy and Engineering Design, as well as Cross-cutting Concepts. Successful completion of this course meets the Physical Science requirement for graduation and one year of the CP Elective ('g') requirement for the CSU/UC system.

Biology

Grade Levels: 9 – 12

Prerequisites: Knowledge of 7th and 8th grade science standards and content.

Biology is the study of life. This course will provide the student with an understanding and knowledge of biological facts, theories, and principles concerning the various forms of life, from the simplest single cell to the multi-cellular human body. This course will also provide the learner with the opportunity to develop the skills in the investigative procedures and methods of science. By concentrating on both the product and process of science, the student leaving this course will be adequately prepared for further science course work. Successful completion of this course meets the Biological Science requirement for graduation and one year of the Lab Science ('d') requirement for the CSU/UC system.

Chemistry

Grade Levels: 10 – 12 ; *9th with special permission

Prerequisites: Completion of Algebra I with a grade of “C” or better
Completion of Biology with a grade of “C” or better
Exceptions to prerequisites with instructor approval.

Chemistry is the study of materials, their composition and structure, and the changes they undergo. It is a body of systematized knowledge gained from observation, study and experimentation that leads to an understanding of the nature of the materials and their changes. This is a survey course that focuses on inorganic chemistry and some organic chemistry and is designed to provide a foundation for further studies. Laboratory experiments and mathematic skills are integrated into the curriculum. The course will also embed Science Literacy and Engineering Design, as well as Cross-cutting Concepts. Successful completion of this course with a grade of “C” or better meets the Physical Science requirement for graduation and one year of the Lab Science (‘d’) requirement for the CSU/UC system.

Environmental Science, Advanced Placement

Grade Levels: 10 – 12

Prerequisites: Completion of Biology with a "B" or better; Completion of Chemistry with C or better or concurrent enrollment.

Environmental Science provides students with an extensive knowledge of ecological concepts and relationships. These concepts will then be used to develop an understanding of the man's impact on the physical and living environment. Environmental concerns will be discussed and analyzed. If students earn a passing score on the College Board's AP exam, they may be eligible for one semester worth of college credit. Successful completion of this course meets the Biological Science requirement for graduation and one year of the College Preparatory Elective (‘g’) requirement for the CSU/UC system.

Human Biology

Grade Levels: 11 – 12

Prerequisites: Completion of Biology with a grade of "C" or better.

Recommended: Completion of chemistry with grade “C” or better or concurrent enrollment

Human Biology is a survey of the anatomy and physiology of the human body. This course covers all the systems of the human body, with an emphasis on wellness and homeostasis. There will be four to five dissection labs performed per year, in addition to labs that deal with human physiology. Field trips and guest speakers from the medical field will be a part of the curriculum. Successful completion of this course meets the Biological Science requirement for graduation and one year of the Lab Science (‘d’) requirement for the CSU/UC system.

Biology Honors

Grade Levels: 10 – 12

Prerequisites: Ag I & teacher permission & Algebra 1 completed or concurrent

Honors Level Biology is a two-semester course designed to provide students with a basic understanding of life processes in animals and plants. We will emphasize the interrelationships between all living things, and how these living things interact with humans. This class is designed to be a rigorous, laboratory science class for university bound students. Students should possess honors level English and/or Math skills. Students must earn at least a "C" in the class to remain eligible throughout the year.

Biology, Advanced Placement

Grade Levels: 11 – 12

Prerequisites: An "A" or "B" in Biology; "A" or "B" in Chemistry

AP Biology includes the major topics covered in a college biology course. This college course in biology differs significantly from the usual first high school course in biology with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work done by the students, and the time and effort required of students. If students earn a passing score on the College Board's AP exam, they may be eligible for two semesters worth of college credit. Successful completion of this course meets the Biological Science requirement for graduation and one year of the Lab Science ('d') requirement for the CSU/UC system.

Physics

Grade Levels: 11 – 12

Prerequisites: Completion of Biology with a "C" or better; Completion of Chemistry with a "C" or better; Completion of Algebra 2 with a "C" or better or concurrent

Physics is the study of matter and energy and the interactions between them. This course will provide students with an understanding of the many facts and theories of nature with many labs and demonstrations. This course will also investigate procedures and methods of science. Physics is a survey course designed to be a foundation for further studies. Successful completion of this course meets the Physical Science requirement for graduation and one year of the Lab Science ('d') requirement for the CSU/UC system.

Social Studies Department

T.W. Graduation Requirement - 3 years: One year of World History, one year of U.S. History, one semester of Government, one semester of Economics)



World History

Grade Levels: 10

Prerequisites: None

This course traces the origins of democracy from ancient Greece to the present. Students explore the evolution of democracy and how it affects our world today. Topics studied include, but are not limited to: Greco-Roman and Judeo-Christian contributions to democracy, founding historical documents, the American and French Revolutions, Industrialization and Imperialism, World War I and World War II, and the post-World War II era. Throughout this course students will be exposed to a variety of past and current issues that will prepare them to be productive citizens as well as aid them in future social science courses. Successful completion of this course meets the World History requirement for graduation and one year of the History ('a') requirement for the CSU/UC system.

World History Honors

Grade Levels: 10

Prerequisites: Willingness to undertake a rigorous academic course

Students in this course will read Modern World History: Patterns of Interaction as well as a variety of other supplemental reading materials. Students will be expected to analyze and interpret primary source documents as we study historical events and movements. Students will be expected to construct written responses, complete take-home reading and homework assignments, and pass all benchmarks. World History Honors is a higher-level course that requires students to think critically about the time period as well as analyze the impact of historical events/movements on other historical events/movements. Both group and individual projects will be assigned based on teacher discretion. Successful completion of this course meets the World History requirement for graduation and one year of the History ('a') requirement for the CSU/UC system.

U.S. History

Grade Levels: 11

Prerequisites: None (World History recommended)

After a 4-week review of U.S. History up to the middle of the 19th century, this course covers the development of the American people to the present. The first semester concludes with the crash of the stock market and subsequent Great Depression. The second semester starts with F.D.R. and "The New Deal" and moves on from there. Benchmark exams are given at the end of each 6-week grading periods except the last one. That time is reserved for teacher's end of the year projects. Successful completion of this course meets the U.S. History requirement for graduation and one year of the History ('a') requirement for the CSU/UC system.

U.S. History AP

Grade Levels: 11

Prerequisites: World History A, Recommendation by WH and English teachers, Min. 3.0 GPA

This course is comparable to a freshman college U.S. History course and follows the guidelines set forth by the College Board. The first semester covers approximately to 1877 (End of Reconstruction). The second semester finishes two weeks before the exam and covers through the 1980s. Two to three weeks of review are followed by the administration of the U.S. History test in May. Successful completion of this course meets the U.S. History requirement for graduation and a History ('a') requirement for CSU/UC.

Government – Semester Course/Economics second semester

Grade Levels: 12

Prerequisites: None

This is a one-semester class that is required for graduation. The class is a college prep class that focuses on American Government. Topics of study include the founding of our government, the Constitution, Federalism, Congress, the Presidency, the Judicial Branch, Political Parties, and Civil Rights and Liberties. Students will follow current events and relate them to what is being studied in class. Select projects are used to help students apply what they have learned. Standards-aligned benchmarks are given every six weeks. Successful completion of this course meets the Government requirement for graduation and one semester of elective ('g') requirement for CSU/UC.

Economics – Semester Course/Government second semester

Grade Levels: 12

Prerequisites: None

This is a one-semester class that is required for Graduation. The class is a college prep class that focuses on the American Economic System. Topics of study include the economic principles, supply and demand, business and labor, money and banking, National economic indicators, monetary and fiscal policy. Students will follow current events and relate them to what is being studied in class. Select projects are used to help students apply what they have learned. Standards-aligned benchmarks are given every six weeks.

Government AP/Economics Honors

Grade Levels: 12

Prerequisites: AP U.S. History highly preferred

Students in this class will attain a deeper understanding of the institutions of American Government. Students will draw on previous studies of American History and of other societies to compare different systems of government in the world today. This course is

the culmination of the civic literacy strand that prepares students to vote, to reflect on the responsibilities of citizenship and to participate in community activities; Economics Honors is taught 1st semester. This course is taught with college level expectations in order to prepare the students for college and the AP test in May, which all students are expected to take. AP Government students will study the Constitution, Amendments, and clauses in order to understand the traditions and actions of our government. Students will also examine political beliefs and behaviors of citizens within the United States, coming to understand political ideology and the foundations for our political party system. Successful completion of this course meets the Government requirement for graduation and one semester of elective ('g') requirement for CSU/UC.

AP Economics/Government Honors

Grade Levels: 12

Prerequisites: "A" or "B" in previous Social Science classes preferred.

AP Economics is a fast paced college-level course that focuses on the decision making of individuals, businesses, and the government. Students will study a variety of economic theories and analyze their practical application in the real world. This yearlong course will cover both microeconomics and macroeconomics. Micro focuses on the supply and demand for products, the labor markets, and the role competition plays in a free market system. Macro focuses on the economy as a whole, including economic measures, economic growth, fiscal policy, monetary policy, and international economics. Students are expected to take both AP exams in May. This class will prepare you for college and potentially allow you to earn 6 university credits upon passing both AP exams. Extensive math skills are not required; however, the ability to analyze graphs and charts is essential.

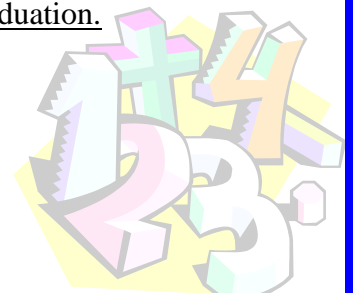
Special Education Department

Practical English 1

Grade Levels: 9

Prerequisites: Enrollment in the Special Education program

This course is designed for students in the RSP program who need more intensive English instruction than the regular program provides. The EDGE curriculum is used in this class. This is an intense program that helps students who struggle gain improvements through research-based techniques. Topics include Greek and Roman roots, elements of literature, reading comprehension strategies, grammar, and figurative language. In addition, essay writing is a heavy focus, as is preparation for the California High School Exit Exam. Students conclude the year by writing a research paper. Successful completion of this course meets one year of the English requirement for graduation.



Practical English 2

Grade Levels: 10

Prerequisites: Enrollment in the Special Education program

This course is designed for students in the RSP program who need more intensive English instruction than the regular program provides. Topics covered in this class include spelling, grammar, literary terms, writing conventions, analogies, and reading comprehension strategies. The EDGE curriculum is used in this class. This is an intense program that helps students who struggle gain improvements through research-based techniques. Students will be taught speech writing and presentation skills. In addition, students will be exposed to a great deal of materials in preparation for the California High School Exit Exam. Successful completion of this course meets one year of the English requirement for graduation.

Practical English 3/4

Grade Levels: 11 – 12

Prerequisites: Enrollment in the Special Education program

In this course, students will learn to identify figurative language such as similes, metaphors, and personifications. In writing, they will create essays that engage the reader and use precise nouns, verbs, and adjectives to paint visual images. They will explore different forms of writing such as personal letters, letters to the editor, poems, and narratives. Students will learn to identify tone, mood, and emotions conveyed in oral communication. Students will read such stories as *Midsummer Night's Dream*, *Of Mice and Men*, *Huckleberry Finn*, and *Someone to Love Me*. The EDGE curriculum is used in this class. This is an intense program that helps students who struggle gain improvements through research-based techniques. Successful completion of this course meets one year of the English requirement for graduation.

Practical World History

Grade Levels: 10

Prerequisites: Enrollment in the Special Education program

Students will study major turning points that shaped the modern world. This includes contributions of the Greeks and Romans to democracy, major events from the fourteenth century through the present, and the cause and course of the two world wars. Students will also trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Successful completion of this course meets the World History requirement for graduation.

Practical U.S. History

Grade Levels: 11

Prerequisites: Enrollment in the Special Education program

This course presents an integrated survey of the historical development of the U.S. with an emphasis on the 20th century. This course is chronological in sequence with recurring themes, events and concepts such as the many causes and consequences of American political, economic, and social change. Successful completion of this course meets the U.S. History requirement for graduation.

Practical Government – Semester Course/Economics second semester

Grade Levels: 12

Prerequisites: Enrollment in the Special Education program

Students will study and pursue a deeper understanding of the institution of American government. They will compare the systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. They will also analyze the relationship between federal, state, and local governments. The purpose of this class is to prepare students to participate in community activities, prepare them to vote, and assume the responsibilities of citizenship. Successful completion of this course meets of the Government requirement for graduation.

Practical Economics - Semester Course/ Government second semester)

Grade Levels: 12

Prerequisites: Practical Government (or concurrent enrollment)
Enrollment in the Special Education program

This course is designed to help students learn and understand basic common economic terms, concepts, and reasoning. They will analyze America's market economy, the influence of the federal government on the economy, issues of international trade, and gain an understanding of how the U.S. economy affects and is affected by the global market. Successful completion of this course meets of the Economics requirement for graduation.

Practical Math

Grade Levels: 9

Prerequisites: Enrollment in the Special Education program

This course is for RSP high school students that require more instruction in mathematics before entering a regular algebra program. This class reviews basic arithmetic concepts while introducing algebra concepts in a step-by-step approach. The purpose of this course is to provide students with special needs with a curriculum and activity level that meets their needs. This class is set up as a Pre-Algebra class, helping prepare students for

Algebra. Successful completion of this course meets one year of the Mathematics requirement for graduation.

Practical Algebra

Grade Levels: 10 – 12

Prerequisites: Enrollment in the Special Education program

This course is for RSP students that require more instruction in mathematics before entering a regular algebra program. This is the second year course of instruction in Mathematics for the Practical Program, RSP. This class teaches students basic algebra concepts in a step-by-step approach to help them grasp the new concepts. Successful completion of this course meets one year of the Mathematics requirement for graduation.

Practical Technical math

Grade Level: 11

Prerequisites: Practical Math and Practical Algebra

Practical Tech Math is a math course for juniors that reviews the essential components of Algebra, and also introduces Geometry. It serves as a preparation class for the Smarter Balanced assessment given in the junior year, and also includes consumer math units of study.

Practical Life Science

Grade Levels: 9 – 12

Prerequisites: Enrollment in the Special Education program

Life Science (Biology) is the study of living things. Science touches our lives everyday, no matter where you are: at home, at school, or at work. The basic units of life, organisms, living things, classifying animals, staying healthy, genetics, ecology, bacteria, how animals stay alive, classifying plant groups, human body systems, reproduction, growth and development as well as evolution will be covered in this science section. Successful completion of this course meets one year of the life science requirement for graduation.

Practical Physical Science

Grade Levels: 9 – 12

Prerequisites: Enrollment in the Special Education program

This course is designed to help students learn about earth movements in space, planets, stars, elements, minerals, rocks, oceans, weather, erosion, plate tectonics, earthquakes, tidal waves and lightning strikes. The class also covers the areas of meteorology, geology, oceanography, astronomy, and all specialties within the area of earth science. Successful completion of this course meets one year of the Physical Science requirement for graduation.

Practical Study Skills

Grade Levels: 9 – 12

Prerequisites: Enrollment in the Special Education program

This course is designed to assist RSP students with class work from general education classes they are taking on campus. The students are also taught techniques that will improve their study habits. The focus is to teach students skills that will help them to become more successful in all classes. This class gives students the opportunity to get tutoring in various subjects and provide students with the extra time to complete assignments.

Practical Vocational Ed.

Grade Levels: 9 – 12

Prerequisites: Enrollment in the Special Education program

The students who are enrolled in this class will work in Tulare Western High School's Student Store. The store is located on campus in the 600 building. The students in this class are responsible for the management and maintenance of the store. The class is part of the Resource Department's Practical classes. Tulare Western High School's Resource Department utilizes this class to enhance employability and independent of their students with special needs. Students will also work on completing applications. The students will also work on their Individualized Educational Plan's Transitional Goal.

Practical Work Experience (2 period course)

Grade Levels: 11 – 12

Prerequisites: Student must have a job in order to enroll in this class
Enrollment in the Special Education program

Juniors and Seniors may enroll in this class if they meet the following criteria: (1) they are part of the RSP program; (2) they are employed; and (3) there is room in their schedule for 2 periods of elective credit. In this course, there is no classroom component, as students earn credit for the skills they are acquiring on the job. Job performance is monitored by the teacher and vocational specialist, and grades are given by the employer, based on job performance.

Visual and Performing Arts Department

T.W. Graduation Requirement - 1 year: One year of either a Foreign Language or Visual and Performing Arts)

Advanced Band

Grade Levels: 9 – 12

Prerequisites: Audition ONLY
Junior high teacher recommendation
Instructor permission



This course is designed for mature woodwind, brass, and percussion players that are proficient on their instrument. It is a full year divided into two seasons. The first semester is Marching Band and second semester is Symphonic Band. The band rehearses for parades, halftime/field shows and concerts throughout the year. Students will belong to a performing organization that will provide the opportunities and experience that permit them to participate and progress to their fullest potential. Each student will be taught to become as proficient on his/her instrument as time and ability allow. Successful completion of this course meets the Visual and Performing Arts/World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Colorguard/Auxillary Band

Grade Levels: 9 – 12

Prerequisites: Audition ONLY
Instructor permission

Students will learn the visual aesthetics of marching band and winterguard. This course is divided into 2 sections. In the fall semester, the Colorguard performs with the Marching Band at all performances on the football field. In the second semester, the Color guard competes and performs as an independent unit.

Jazz Ensemble/Stage Band

Grade Levels: 9 – 12

Prerequisites: Audition ONLY
Instructor permission

This course is designed to introduce students to the American art form of jazz music and its various styles – ranging from Big-Band swing, Latin, fun and contemporary charts. The band rehearses for concerts and festivals throughout the school year. Students are selected by the director upon recommendations from the Jr. High Band Director as well. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Steel Drums

Grade Levels: 9 – 12

Prerequisites: Consultation with Music Teacher, no audition necessary
Instructor permission

Steel Drum Ensemble is designed to introduce students to the culture/music of the Islands of Trinidad and Tobago. Students also develop their knowledge of other musical cultures. The band rehearses for concerts/community performances throughout the year.

Intermediate Band/Concert Band

Grade Levels: 9 – 12

Prerequisites: Audition/Junior High instructor recommendation
Permission from instructor

This course is designed for the developing woodwind, brass, and percussion players to help gain entry into the Advanced Band. The band rehearses for concerts and contests throughout the school year. Students will belong to a performing organization that will provide the opportunities and experience that permit them to participate and progress to their fullest potential. Each student will be taught to become as proficient on his/her instrument as time and ability allow. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Orchestra

Grade Levels: 9 – 12

Prerequisites: Audition & Recommendation from Middle School Teacher
Instructor approval

Orchestra concentrates on the string student who wishes to further his/her education as an orchestra performer. Members will play orchestra literature from different periods of musical history. Students will belong to a performing organization that will provide the opportunities and experience that permit them to participate and progress to their fullest potential. Each student will be taught to become as proficient on his/her instrument as time and ability allow. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Chamber Choir

Grade Levels: 10 – 12

Prerequisites: Audition and selection by instructor (course is repeatable)

This is an advanced choir of 20 to 30 members. All students will be selected through an audition by the instructor. This group will give performances as well as give entire programs for specific organizations and groups. Students will continue studies in music theory and ear training, vocal technique, and the international phonetic alphabet (IPA). Students will become acquainted with higher-level choral music (sacred and secular). Selections may cover many different styles from many periods of musical history. Language studies will also be incorporated in the choral music. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Concert Choir

Grade Levels: 9 – 12

Prerequisites: Beginning Choir OR Audition and selection by instructor

This group has mandatory performances that will be coordinated with the chamber choir. Students will study music theory, ear training, breathing, posture, vocal diction, and

vowel clarity. Selections of music will cover many different styles from many cultures and many periods of musical history. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Treble Choir

Grade Levels: 9 – 12

Prerequisites: None

This is a beginning level performing ensemble for higher voices designed to introduce students to the basics of music notation, ear training, vocal technique, and ensemble performance. Selection of music will cover many different styles from many cultures and periods of musical history. Successful completion of this course meets the Visual and Performing Arts/World Language requirement for graduation and the Visual and Performing Arts ("f") requirement for the CSU/UC system.

Baritone Choir

Grade Levels: 9 – 12

Prerequisites: None

This is a beginning level performing ensemble for lower voices designed to introduce students to the basics of music notation, ear training, vocal technique, and ensemble performance. Selection of music will cover many different styles from many cultures and periods of musical history. Successful completion of this course meets the Visual and Performing Arts/World Language requirement for graduation and the Visual and Performing Arts ("f") requirement for the CSU/UC system.

Art Concepts and Design

Grade Levels: 9 – 12

Prerequisites: None

This is an introductory art course. The main objective of this course is to introduce the elements and principles of art to the students so that they can use them effectively in creatively planned compositions of their own. A variety of drawing styles and materials will be introduced. Some may be familiar, but many will seem new and different. Students will be exposed to different artists in history and will learn how to view and interpret art through a formal process of judgment and criticism. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Advanced Art Concepts

Grade Levels: 10 – 12

Prerequisites: Completion of both semesters of Beginning Art Concepts with a grade of "A" or instructor approval.

This course is an advanced, two-dimensional art class with an emphasis on drawing. Student will use their knowledge and skills from the beginning Art Concepts class to

review and improve their skills while further developing their understanding of the principles of design. Students will be introduced to strategies to develop creativity and will be encouraged to produce unique and original works through different creative thinking processes. Students who complete this class successfully will have produced a finished body of works that they have critically analyzed in a finished portfolio.

Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Ceramics 1

Grade Levels: 9 – 12

Prerequisites: None

This is an introductory art course. Students will gain an understanding of the basic design process through the study and implementation of the elements of art and principles of design. Students will learn various hand building techniques as well as the glazing and firing process. Students will also learn studio etiquette and proper use of the equipment. They are expected to master all these areas in order to express themselves in a safe and creative manner. Students will be exposed to different artists in history and will learn how to view and interpret art through a formal process of judgement and criticism.

Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Ceramics 2

Grade Levels: 10 – 12

Prerequisites: Completion of Ceramics 1 with a grade of “A” or instructor approval.

Ceramics 2 is an advanced art course. Students learn different construction methods and glaze techniques. Students will learn studio etiquette and proper use of the equipment. They are expected to be able master all these areas in order to express themselves in a safe and creative manner. Ceramic artists, both past and present, are covered as well as important ceramic objects throughout history are viewed and studied. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Digital Design

Grade Levels: 9 – 12

Prerequisites: Some computer skills

Interest in digital video and photography

This course is designed to provide students with knowledge, appreciation and skill levels in art by using contemporary tools and dealing with projects that have real-world application in contemporary society. Students chiefly will use computer-based art and design tools. However, this is not a class to teach students how to use computers. Today's

students are computer users. Rather, it is using computers and related equipment as tools to help students achieve artistic and visual communication goals and levels. Digital Design will teach students how to use powerful graphic design tools such as Adobe Photoshop along with teaching design basics and strategies. In this class we will be creating posters, word art, brochures, web sites, folders, and many more fun, exciting, and practical projects, many of which you will see used around our campus.

3-D Art

Grade Levels: 9 – 12

Prerequisites: None

Students enrolled in 3-D Art are introduced to the basic components of art education. By utilizing several mediums, students develop and expand their aesthetic perception and visual arts knowledge and skills. They also acquire knowledge of historical and cultural developments related to art and develop a base for making informed aesthetic judgments. A variety of techniques for working in each medium is covered. These mediums should include but not limited to clay, papier mache, wire, found objects, and paper assemblages.

Children's Theatre

Grade Levels: 10 – 12

Prerequisite: Drama 1 preferred but not required

Children's Theatre is open to all students in grades 10-12. Students with a year of Drama 1 and students interested in primary education or childcare fields are encouraged to enroll in the class. Children's Theatre will concentrate on all aspects of creative dramatics, performance for children, and concept acquisition/values clarification through different styles of theater like puppetry, role play, story theatre, readers theatre, as well as a formal performance in a children's theatre play. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Drama 1

Grade Levels: 9 – 12

Prerequisites: None

This course is designed to introduce students to all aspects of theatre and drama, including pantomime, improvisation, oral interpretation, movement, creative dramatic, monologue and scene work as well as theatre literature, history, and production. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Drama 2

Grade Levels: 10 – 12

Prerequisites: Drama 1 – "C" or better

Teacher Permission or Audition

This course concentrates on acting techniques with projects in the fall (Children's show or Environmental Model) and in the spring. Students are required to see and critique two plays and read and analyze various other scenes and plays for in class work. Students must also participate in the Winter One Act performances. Students will learn the jobs in theatre and research professions within the arts. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Drama 3

Grade Levels: 11 – 12

Prerequisites: Drama 1 – “C” or better & Drama 2 – “C” or better

This is an advanced course dealing with directing techniques and projects. Students are required to direct and act in a One Act play in the Spring. They must read and analyze various plays/scenes for direction. They will participate in all class productions. Students must see one play and movie per semester and critique each. Successful completion of this course meets the Visual and Performing Arts /World Language requirement for graduation and the Visual and Performing Arts ('f') requirement for the CSU/UC system.

Miscellaneous Elective Classes

AVID Tutor

Grade Levels: 12

Prerequisites: Approval of AVID Coordinator

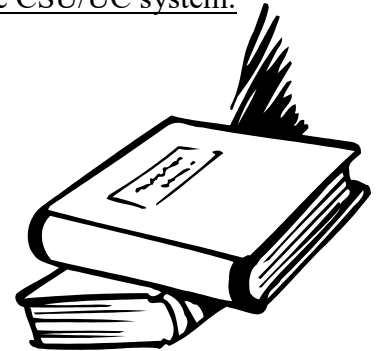
The AVID Tutor class is for seniors who have been successful in AP and honors classes and who want to learn how to work with younger students in AVID tutorial groups. The AVID tutor position has three main requirements: the ability to manage a small group of students and guide them in the inquiry process, the ability to accurately assess and assign a score to students' notes and binders, and the ability to serve as an all-around good role model. Prerequisites include at least one honors or AP class each year at Tulare Western, a good GPA, a willingness to learn, and a plan to attend a university after high school.

Community Service

Grade Levels: 11-12

Prerequisites: Minimum Total GPA of 2.5 and not more than one D or F in the last semester grading period.

The mission of the Community Service program is to assist students develop a confident understanding of themselves in relation to work and service. Each student will receive in assistance in defining possible career goals. Students may also participate in community service projects as volunteers.



General Work Experience

Grade Levels: 11-12

Prerequisites: Student must be at least 16 years old

2.0 minimum GPA or special needs, on track for graduation, & good attendance

Must be employed for the duration of the class

Must be employed before entering the class

This course is designed to assist students in gaining real-life work skills. The student must be employed at the time the semester begins and be committed to maintaining this employment for the duration of the course. The employer must be paying into social security and workman's compensation. The job must be stationary to allow the coordinator to inspect the job site. Independent operators, such as newspaper and delivery services and "Cutco" type sales, are not eligible. Students are not allowed to drive heavy equipment or handle hazardous materials. Students must work a minimum of 10 hours and a maximum of 48 hours per week.

Introduction to Health Occupations (Course 7850) 1 Period

Grade Level: 11th grade only

No Prerequisites

Health Occupations provides students with tools to research within the health care field. Students who have successfully completed this course have acquired skills to compete for entry-level employment, adapt to changing roles, and possess knowledge necessary for upward mobility in careers and education in the health care arena. Units of instruction will include career awareness, ethics and legal issues, patient rights, standard precautions, medical terminology, environmental, personal and patient safety, vital signs, basic nutrition, basic anatomy/physiology, weights/measures, communication, body mechanics, observation/documentation, growth/development, test taking strategies, and specific job training skills.

Medical Assistant, Billing, and Coding (Course 7854) 2 Period Block

Grade Level: 12th grade only

Prerequisite: Health Occupations

Administrative Medical Assistants perform routine administrative tasks to keep the offices and clinics of physicians, podiatrists, chiropractors, and optometrists running smoothly. They are also utilized within the hospitals as Registrars, Patient Advocates, and/or Unit Secretaries. This course is a Theory component. In theory, students will learn medical terminology, safety, screening and appointments, computers, medical office emergencies and introduction to medical insurance, ICD-9 and CPT billing/coding, performance improvement, medical office receptionist, medical office records, medical

office finances, and medical office management and will also participate in a series of job readiness workshops. Class is located in the TW campus room 404.

Essentials of Nursing/Pre-LVN (Course 7852) – 2 Period Block

Grade Level: 12th grade only

Prerequisite: Health Occupations

This course will have an emphasis on the Pre-LVN requisites. Students who successfully complete this course will acquire skills to compete for employment, adapt to changing roles, and possess knowledge necessary for upward mobility in careers and education in the health care arena. Units of instruction will include career awareness, ethics and legal issues, patient rights, standard precautions, medical terminology (75 hrs), environmental, personal and patient safety, vital signs, nutrition (50 hrs), anatomy (75 hrs), physiology, medical math (75 hrs), study skills (25 hrs), communication, body mechanics, observation/documentation, growth/development, and specific job training skills. After proper orientation, students in Essentials will be assigned duties that involve hands-on experiences in health care settings they have shown an interest in pursuing.

Nurse Assistant Training Program (NATP) (Course 7900): After School

Grade Level: 12th grade only

Prerequisite: Health Occupations

The Nurse Assistant performs routine tasks in the general care of hospital, clinic, and nursing home patients/clients. The Certified Nursing Assistant is an important member of the healthcare team, who works under the direction of licensed nursing/medical staff, providing patient centered nursing care. The Nursing Assistant Training Program at Tulare Western is a pre-certification training program. The model curriculum used is Nurse Assistant Training and Assessment Program (NATAP), developed and published under contract with the State of California, Chancellor's Office. This course prepares the student for the National Nurse Aide Assessment Written/Oral Examination which upon passing both written and skills will provide certification to become Certified Nursing Assistant.

Journalism/Newspaper

Grade Levels: 9 – 12

Prerequisites: Grade of "B" or better in previous English course or
Grade of "C" with a teacher recommendation.

This course is designed to provide the student with a general knowledge of journalism writing, an understanding of the legal and ethical issues of journalism, and an opportunity to have his or her work published regularly in the school newspaper.

Leadership (ASB)

Grade Levels: 11 – 12

Prerequisites: Minimum 2.5 GPA

Petition Packet
Approval from parent, Assistant Principal, and Activities Director
Interview
Teacher recommendation

Leadership is designed to provide students with a hands-on experience in student activities. At the same time, students will learn leadership skills that can be applied to any group setting. The students are continuously involved in a wide variety of extra-curricular activities.

Library Science

Grade Levels: 10 – 12
Prerequisites: 2.0 minimums GPA

This is an introductory class into the operation of a high school library. Students will learn to work the center area, including checking books in and out, processing a book from delivery to the shelf, and learning the classification system.

Link Crew

Grade Levels: 10
Prerequisites: Minimum 2.5 GPA
Petition Packet
Approval from parent, Assistant Principal, and Activities Director
Interview
Teacher recommendation

Link Crew is designed to provide students with a hands-on experience in student activities. At the same time, students will learn leadership skills that can be applied to any group setting. The students are continuously involved in a wide variety of extra-curricular activities.

Mustang Academy Support Period

Grade Levels: 10
Prerequisites: Determined by administration.

Mustang Academy is a support system for at-risk sophomores who need additional tutoring and encouragement in order to succeed. This course teaches study skills and organization skills, as well as provides tutors and mentors to support students who struggle in school. Students sign behavior and academic contracts and are rewarded when they reach their goals. Students will work through *The Seven Habits of Highly Effective Teens*, as well as, *The Toughest Decisions Teens Make*. Students are required to do routine binder and academic progress sheets, as well as communicate more with parents as to their performance in grades and attendance. Grades are based on attendance, binder checks, progress report signatures, behavior checks, tardy and referral avoidance and attitude.

Mustang Mentor

Grade Levels: 11-12

Prerequisites: 11-12

GPA of 2.8 or higher

No D's or F's

Excellent attendance

Seniors must be meeting all graduation requirements.

An Academic Mentor is a high school junior/senior with a desire to help academically “at-risk” students at Tulare Western High School. Students who are accepted into this program as Academic Mentors will be enrolled in a Mustang Academy class, earning 5 elective credits each semester. In this class, Academic Mentors work on a daily basis with students doing the following: assisting with homework assignments, completing projects, preparing for tests, developing organizational/study skills, and providing leadership through example.

AP Psychology

Grade Levels: 11-12

Prerequisites:

AP psychology is a college level introduction to psychology course. This course covers 14 topics all of which will be tested on the AP exam. Students are expected to read the textbook, write, study for exams, participate in class discussions, and conduct several types of research throughout the year. This class utilizes technology and students will be expected to work in groups doing project based learning. Students should expect to spend at least three to four hours a week studying for this course. Students are expected to take the AP exam at the end of the year.

Reconnecting Youth (RY)

Grade Levels: 9

Prerequisites: Minimum 2.0 or below GPA

Approval from parent, Assistant Principal, and Activities Director

Interview

Teacher recommendation

Reconnecting Youth is designed to provide students with the tools and skills to improve academically, socially, behaviorally, and emotionally. Students are continuously involved in goal setting and personal improvement activities

Personal Health

Grade Levels: 9-12

Prerequisites: None

The purpose of this class is to help students understand how important it is to care for themselves properly. In this course, students will learn about personal hygiene, stress

management, nutrition, physical fitness, substance abuse, diseases (and prevention) and First AID/CPR. Emphasis on proper-decision-making will be given to the student throughout the course in order for him/her to be informed about the consequences of high-risk behavior.

Yearbook (Equestrian)

Grade Levels: 10-12

Prerequisites: Recommendation from yearbook advisor

This class/organization has as its purpose, the design and creation of the yearbook as directly approved by the student council and indirectly by the school principal and the governing board of Tulare Joint Union High School District. We meet as a class on our assigned days.

Office Aide – Attendance

Grade Levels: 11-12

Prerequisites: 2.0 minimum GPA
Good attendance

The office aide position is designed for students who are interested in learning how to work in a school office setting. The student will answer phones in a professional manner, file student documents, and direct students and/or parents to the counseling office. The student will deliver call slips to the classroom from the attendance staff. There will be projects from the attendance secretaries that the student will help to complete. Confidentiality rules must be adhered to at all times.

Office Work Experience

Grade Levels: 11-12

Prerequisites: Previous business class
Minimum G.P.A. of 2.0
Good attendance

Office Co-op/Work experience worker is a paid position working in a school office from after lunchtime to 4:30 pm daily. This position requires the student to learn clerical, computer, and filing skills (taking computer and business classes is a plus). They are trained to work in a school office setting. All students must follow school rules and confidentiality is a must. They must have a good attendance and discipline record. The purpose of this job is to prepare them for office job after graduation.

Office Aide – Counseling

Grade Levels: 11-12

Prerequisites: 2.0 minimum GPA
Good attendance

This course is designed for students who are interested in learning how to work in a school office setting. The student will answer phones in a professional manner, file

student documents and direct students and/or parents to their counselor or department. The student(s) will deliver call slips to the classroom from the counseling staff. There will be projects from the counselors or secretaries that the student will help to complete. Confidentiality rules must be adhered to at all times.

Office Aide – Nurse

Grade Levels: 11-12

Prerequisites: 2.0 minimum GPA

Office and filing skills

Good attendance

The office aide position is designed for students who are interested in learning how to work in a school office setting. The aide will handle phone calls, file, and work closely with other staff members in the office. The office aide must therefore be able to work independently and have the ability to follow instructions. This person should be dependable and have good telephone manners. Confidentiality rules must be adhered to at all times.

Office Aide – Switchboard

Grade Levels: 11-12

Prerequisites: 2.0 minimum GPA

Good attendance

The office aide position is designed for students who are interested in learning how to work in a school office setting. The aide will handle phone calls, direct visitors and parents to appropriate offices, deliver call slips, file, and work closely with other staff members in the office. The office aide must therefore be able to work independently and have the ability to follow instructions. This person should be dependable have good telephone manners. Confidentiality rules must be adhered to at all times. Student attendance is very important.

Teacher Aide

Grade Levels: 12

Prerequisites: Minimum GPA of 2.0 for Department TA and 3.0 for Shared TA

Student must be willing to work with a teacher and fulfill the responsibilities the teacher has assigned. Tasks will vary with each teacher, but could include: filing, running errands on campus, and setting up science labs. Student attendance is very important.

HOW TO GET TO COLLEGE



CSU Fresno



CSU Northridge



Fresno Pacific University



UC Los Angeles

Preparing for College

College Admissions Timeline

Freshman Year

- ▶ Meet with your counselor to schedule classes. Ask for the A-G list for your school.
- ▶ Remember, you must earn a “C” or better in all your college preparatory classes.

Sophomore Year

- ▶ Meet with your counselor to schedule classes. Remember to take A-G courses.
- ▶ Take Honors and Advanced Placement (AP) classes if possible.
- ▶ Continue earning high grades. Remember, only “C” grades or better count.
- ▶ Take the PSAT and EXPLORE tests, if possible. They are great practice for the SAT and ACT.

Junior Year

- ▶ Make sure you have scheduled classes that meet the A-G requirements.
- ▶ Think about your college choice and talk with your counselor about your options.
- ▶ Start looking into scholarships (visit websites, talk to your school counselor). Visit the career center and pick up the current “gold sheet” that lists scholarships.
- ▶ Visit www.fastweb.com for more information on scholarships.
- ▶ Take the PSAT (visit www.collegeboard.com) in October.
- ▶ Take the ACT and SAT in the spring (visit www.act.org and www.collegeboard.com).

Summer after Junior Year

- ▶ Visit college campuses.
- ▶ Request applications and brochures from your top college choices. Look at the degrees that are offered. Make sure that your top choices offer the program majors in which you are interested.
- ▶ Practice application essays by writing sample drafts.

Senior Year: Fall

- ▶ Organize your applications by creating files for your target schools. List important dates.
- ▶ Take the ACT and/or SAT by December. Make sure you send all scores to potential schools to which you may apply.
- ▶ Request letters of recommendation from educators and community leaders early.
- ▶ Talk to your parents about college costs and explore your funding options. Visit the FAFSA website.
- ▶ October/November: If you are applying through Early Action or Early Decision, submit your application this month.
- ▶ Request transcripts from your counseling office to refer to when you complete your college application. Having this handy will help you answer questions on the application.

- ▶ Make sure you respond to any request for information from universities.

Senior Year: Winter

- ▶ January: File the Free Application for Federal Student Aid (FAFSA www.fafsa.ed.gov) as soon as possible after January 1. The deadline is March 2 for California grants. Attend the FAFSA workshop.
- ▶ Ask prospective colleges about additional financial aid applications form and requirements.
- ▶ Continue to apply for scholarships. Go to the Tulare Western website and click on “scholarships online” to view the scholarships that go through Tulare Joint Union High School District. Follow the directions to apply for any scholarships for which you qualify.

Senior Year: Spring

- ▶ Check the mail for admissions letter and financial aid awards.
- ▶ Compare your admissions offers and ask your counselor to help you weigh your options.
- ▶ Decide on a college. Most schools ask that you choose your school by May 1st.
- ▶ May: Notify schools you have decided not to attend.
- ▶ Double check deadlines for housing, financial aid, etc.
- ▶ Send your final transcripts to your new school.
- ▶ Inform your counselor of where you intend to go to school and of any scholarships you have received.



Tulare Western High School

What Type of College is Right for YOU?

There are several options when it comes to choosing a college. There are four-year universities, two-year community colleges, and vocational schools.

Four-year universities consist of public and private. Public universities in California are divided into two systems:

- ▶ California State University (CSU)
- ▶ University of California (UC)

More About CSU Campuses

- ▶ There are 23 campuses across the state, educating, 460,000 students.
- ▶ California State University is the largest, the most diverse, and one of the most affordable university systems in the country.
- ▶ CSU's are the gateway institution for the great majority of students seeking a baccalaureate education in California, and for those who seek professional training as teachers, nurses, social workers, and engineers.

More About UC Campuses

- ▶ There are nine general campuses of the University of California provide exciting environments that foster world-class educational and research opportunities.
- ▶ The UC family includes more than 238,000 students.
- ▶ UC is also actively involved in locations beyond its campuses, national laboratories, medical centers and neighboring communities — in places throughout California, around the world and online

Information about Private Universities

- ▶ Private universities are not subsidized by public funds, therefore the cost can be higher than both the CSU and the UC systems.
- ▶ Private universities may have a religious affiliation.
- ▶ They may have a smaller faculty to student ratio vs. public universities.

What About Two-Year Community Colleges?

- ▶ There are 113 community colleges statewide, serving over 2.1 million students.
- ▶ Community colleges represent the largest system of higher education in the nation.
- ▶ Students can choose to work towards an associate (two-year) degree in hundreds of academic and technical fields, or a one – or two-year training/certificate program in a choice of occupational fields, such as health professions and high-technology.
- ▶ Students may also complete coursework including the option to complete an Associate Degree for Transfer to enable them to transfer to a college or university to complete a baccalaureate degree.

How About Vocational, Technical, and Business Schools?

- ▶ These are private schools specializing in trades or vocations by offering various courses and occupational programs
- ▶ They specialize in helping students acquire the skills required for a specific job (such as welding, culinary arts, cosmetology, etc.)
- ▶ They offer certificates upon completion of a specific training program.

FOR MORE INFORMATION ABOUT CALIFORNIA COLLEGES VISIT

www.californiacolleges.edu



What Should I Consider When Choosing a College?

- ▶ **TYPE** – *What kind of academic environment do you think you would excel in?*
Two or four-year vocational, public or private, vocational, etc.
- ▶ **SIZE** – *What size school are you comfortable with?*
Under 1,000 students; 1,000-5000; 5,000-15,000; over 15,000, etc?
- ▶ **LOCATION** – *What kind of physical environment do you feel comfortable in?*
Geographic Region: Urban, suburban, or rural setting; distance from home?
- ▶ **FACILITIES** – *What facilities do you need to make the most of your college experience?*
 - Academic:** library; classrooms; lecture halls; science labs; computer labs; art, music, and theater facilities, etc.
 - Athletic:** varsity and non-varsity facilities; weight room, etc.
 - Residential and Student Life:** single-sex or coed dormitories; theme housing, meal plans, and dining hall options; bookstores, clubs; fraternities and sororities, etc.

Do Your Research!

With over 9,000 colleges and universities in the United States, there are a lot of choices!! Don't just research one school. You'll be surprised at how many schools fit your needs, and even more surprised at how many have different admission requirements and financial aid packages.

The internet is one of the best ways to research both colleges and the college admission process. Almost every college has its own website. There are also many websites that provide information on colleges and search engines for finding schools. Here is a list to get you started:

www.californiacolleges.edu
www.mapping-your-future.org

www.collegeboard.com
www.myroad.com

www.collegeispossible.org
www.students.gov

CAMPUS VISITS

Planning and going on campus visits takes time, energy, and money – so plan ahead. Also, try to visit a college campus when classes are in session, otherwise, you'll miss seeing the college's community culture and academic environment. Visiting the campus and the surrounding city is very important because you may be committed to live there for at least a year.

How Do I Schedule a Campus Visit?

- ▶ **Schedule an appointment with the admissions office** to make sure you get the most out of your visit.
- ▶ Take a **campus tour** and ask your tour guide about student life or anything you want to know about the campus. Don't be shy, this is your opportunity to **ask questions**.
- ▶ **Take an unofficial high school transcript** with you so that admissions counselors can give you a realistic idea if you have a chance of being admitted.
- ▶ **Attend a class** to experience the faculty to student ratio. **Eat in the dining hall** so you can make an informed decision on whether you want to pay for a meal plan.
- ▶ **Read the student newspaper**. It will help acquaint you with the student life both in academics and extra-curricular activities.
- ▶ **Look at bulletin boards** to see what types of social functions take place on campus.
- ▶ **Visit facilities** such as the bookstore, library and the student center.
- ▶ **Check out whatever is important to you:** dormitories, athletic facilities, fine arts facilities, etc.
- ▶ **Take notes** so that you can later remember the positives and negatives about the schools you visit.



Preparing for College

What Are Colleges Looking For?

On Your Application

- ▶ **Grades and standardized test scores:** It's seems obvious, but these marks are one of the first things colleges look at. Make sure that you earn a "C" or better in all of your A-G requirements.
- ▶ **Extracurricular activities:** Quantity doesn't mean quality. Have you taken a leadership role in your chosen activities? What have you accomplished?
- ▶ **Rigorous course schedule:** Schools want to see challenging courses that will help you grow academically. Don't take classes just to pad your GPA. Be consistent in taking rigorous courses, especially in your Senior year.
- ▶ **Follow the rules:** If an application asks you to choose one essay, don't answer them All. Read the application directions completely before answering any questions.
- ▶ **Include everything:** Verify all forms have been signed and that you have included all essays and any other information requested before you send it.
- ▶ **On-time arrival:** Note when the application deadline is and send it with plenty of time to spare. You may want to send your application via certified mail for added assurance that it has arrived on time.

On Your Application Essay

- ▶ **Show, don't tell:** Don't just list your attributes, get specific! For example, saying that you are helpful is not as dynamic as relating your experiences with helping younger students learn how to read.
- ▶ **Creativity counts:** Avoid clichés or standard essay topics. Try an original idea, something an admissions office hasn't seen a million times before.
- ▶ **No spelling errors:** First, spell-check your essay. Then, read it again for usage mistakes. Have a parent or teacher look it over for spelling and grammar errors.
- ▶ **Personality:** The application essay is your opportunity to show your prospective College what makes you *you*. Ask yourself whether what you have written is memorable, engaging, and in your own voice.

How Much Does College Cost?

(taken from the californiacollegs.edu website)

How much does college cost?

Fees and tuition make up just a part of college costs. The full cost of a college education includes many expenses: textbooks and school supplies, room and board, and other living expenses.

You can review some very helpful sample financial plans to give you an idea of how students in a variety of financial circumstances have been able to pay for their college education.

Colleges and universities typically estimate these costs for prospective students, depending on their living situation (e.g., living on-campus, off-campus, or with parents or relatives). It is strongly recommended that you consult the webpages of the colleges you are considering, so you can gather more accurate estimates of your total college costs at each respective school.

Resident and Non Resident Tuition

Below are estimated costs of tuition for resident and non-resident students at different types of California institutions (i.e., the California Community Colleges, California State University, and the University of California). **Costs here are estimates for the most current academic years available and are not a guarantee of actual tuition costs.**

In general, dependent students whose parents have lived in California or independent students who have lived in California more than one year are considered state residents. For more information on residency for determining fee levels, please see the websites of the respective colleges in which you are interested.

While not featured in the chart below, independent colleges and private universities have a range of tuition costs from \$9,500 to over \$40,000 annually and usually do not have additional tuition for nonresidents.

Chart 1. Resident vs. Non-Resident Tuition at California Public Colleges and Universities

Tuition	California Community College (CCC)	California State University (CSU)	University of California (UC)
Resident Tuition*	\$1,104	\$5,472	\$12,192
Non-Resident Tuition*	\$3,360-\$9,600	\$14,400	\$35,070

*These tuition costs represent the estimated costs of attending one year of college as a full-time student at each respective institution. These estimates do not include the cost of additional campus-based fees, which can total as much as an additional \$1,500 each year. In all, your total costs will vary depending on your personal expenses and the campus you attend.

Standard Educational & Living Expenses

When calculating the cost of college, it is important to consider additional educational expenses (e.g., textbooks, paper supplies, and computer supplies) as well as living expenses (e.g., room and board, entertainment, transportation, and health insurance).

For on-campus living arrangements, these expenses could include the cost of a dorm and meal plan. Students with small meal plans may also need to consider the cost of groceries and eating out. Off-campus living arrangements come with such expenses as rent, utilities, and groceries, while expenses for commuting students could include transportation, as well as groceries and utilities.

The chart below outlines some of these additional educational and living expenses. These expenses largely depend on your living situation, personal expenses, and housing costs specific to your college of choice and geographical area, which accounts for the substantial ranges in cost for each category.

Chart 2. Non-Tuition Expenses Based on Living Arrangements

Expense	Commuting	Living On-Campus	Living Off-Campus
Books and Supplies	\$1,610-\$1,764	\$1,610-\$1,764	\$1,610-\$1,764
Room and Board	\$4,770	\$9,000-\$15,000	\$9,000-\$12,600
Transportation/Travel	\$1,125-\$1,600	\$1,125-\$1,600	\$1,125-\$1,600
Personal	\$1,100-\$1,700	\$1,100-\$1,700	\$1,100-\$1,700

How to Pay For College

Two-third of all full-time undergraduate students receive some type of financial aid. Financial aid is money, loaned or awarded, to students to help them pay for college. The largest source of financial aid is the federal government, followed by state governments, colleges, and then private organizations. The first step to getting financial aid is to **APPLY FOR IT.**

TOP Three “I’m Not Eligible” Myths

- ▶ ***“My family’s income is too high to qualify for financial aid.”***
How do you know? The federal government has a formula that determines the Amount your family is expected to contribute. Any costs above that have a chance to be covered by financial aid. You won’t know until you apply!
- ▶ ***“My older sibling wasn’t eligible for financial aid last year, so I won’t be eligible either.”***
On the contrary! The number of family members in college has a BIG impact on your financial aid eligibility. Your being in college could even make your sibling eligible!
- ▶ ***“My parents have already saved a lot for my college education, so we won’t get any aid.”***
Not necessarily. The federal formula provides allowances for savings and assets.

Nothing in life is certain, but your odds of being eligible for financial aid are pretty good. So don’t disqualify yourself. Apply and let the government tell you what you do or do not qualify for. Visit the websites listed below for more information on financial aid.

www.fafsa.ed.gov
www.finaid.org
www.fastweb.com
www.salliemae.com
studentaid.ed.gov
www.ed.gov/finaid.html
www.financialaid.com

Types of Financial Aid

The term “financial aid” covers all the different options to help you pay for college. Financial aid is broken down into three main categories:

- ▶ Free money – *Grants* are monies awarded based on financial need. Grants are given by the federal government, state governments, and colleges. The federal government funds two of the largest grant programs: the federal Pell grant and the federal supplemental educational opportunity grant.
- ▶ Earned Money – *Work study programs* place you in a part-time job on campus.
- ▶ Borrowed Money – *Low-interest loans* are available to most students. Most educational loans are government-sponsored.
- ▶ Scholarships - *Free monies awarded* for a variety of reasons, such as excellent grades, economic need, community involvement, and membership into organizations.

[More about scholarships.....](#)

Tulare Western High School receives many potential scholarships for which you may apply. For a current listing of local scholarships (along with criteria, application process, and deadlines), visit http://www.tulare.k12.ca.us/tuhs/Scholarships/gold_sheet.html. For more information, visit Mrs. Rhea, the Career Technician, in the Career Center located within the Tulare Western Counseling Office.

More helpful websites regarding financial aid:

www.tulare.k12.ca.us
www.fastweb.com
www.scholarships.com
www.college-scholarships.com
www.finaid.org/scholarships
www.guaranteed-scholarships.com

Free Application for Federal Student Aid

What is the FAFSA?

The FAFSA stands for Free Application for Federal Student Aid. It is the form that the federal government uses to determine your eligibility for federal student aid. This aid includes grants, scholarships, work-study and loans to help you pay for college. The form collects financial and demographic information.

Where can I get a FAFSA?

- ▶ Complete FAFSA on the Web: www.fafsa.ed.gov. Make sure you apply for a pin number early for yourself and one parent. The pin number is your electronic signature and is needed to submit your application on the Web.
- ▶ Get a paper version from your high school counselor.
- ▶ Call 1-800-4-FED-AID.

How does it work?

- ▶ Using your FAFSA, the federal processor determines your Expected Family Contribution (EFC).
- ▶ Your EFC is the amount of money your family can be expected to contribute each year to your college costs.
- ▶ Your college will then try to meet your need through a financial aid award made up of funds from federal, state, college and private sources as well as loans, grants and student employment.

Tips for Completing the FAFSA

- ▶ Complete your FAFSA as soon as possible after January 1. The FAFSA becomes available on January 1st of each year. Early submission maximizes your chances of receiving financial aid.
- ▶ Submit the FAFSA even if you think you don't qualify for aid. Sometimes being rejected for federal aid is a prerequisite for receiving private awards.
- ▶ Contact your prospective college's financial aid office for additional information. Your college may require forms in addition to the FAFSA or may have an earlier Submission deadline. Don't forget to keep copies of all submitted documents for your records.

5 Common FAFSA Mistakes

1. Do not leave a field blank. Use a zero if the question does not apply to you.
2. Don't forget to report all required sources of untaxed income, such as Social Security or child support.
3. Use the 1040 Federal Tax Return for reporting income and taxes paid, not the W-2.
4. Include yourself in your parents' household size, even if you didn't live with them the previous year.
5. Sign the application. If you are filing as a dependent, make sure your parents sign too.

CAL GRANTS

10 Most Important things Students Need to Know About CAL GRANTS ...

1. Cal Grants are FREE money you don't have to pay back.
2. To qualify for a Cal Grant you must complete and submit the FAFSA.
3. You must file a verified GPA.
4. You must meet the March 2 deadline.
5. Cal Grants are good at all UC's, CSU's, private colleges, community colleges, and most vocational schools in California.
6. You must meet financial aid requirements to qualify for Cal Grants.
7. You must be a California resident.
8. You must have a minimum GPA of 2.0.
9. A Cal Grant is guaranteed if you meet all the requirements.
10. You absolutely must meet the March 2 deadline for FAFSA or you will not be Eligible for a Cal Grant.

Cal Grants are as much as \$8,300 free money for college!!
For more information, visit:

www.calgrants.org
www.fafsa.gov

Instate Tuition to Qualified Immigrant Students Under Assembly Bill (AB) 540

As of January 2002, immigrant students in California may be eligible to pay in-state tuition at California community colleges, UC, and CSU. Under AB 540, students who meet all of the following requirements qualify:

- ▶ **Attend a California high school for 3 or more years.**
- ▶ **Graduate from a California high school or receive a general education diploma (GED).**
- ▶ **Sign a statement/affidavit with the colleges or university (NOT the INS) promising that you will apply for legal residency with INS as soon as you are eligible to do so.**

AB 540 **does not** provide state or federal financial aid. Ask your school counselor for scholarship referrals or information about loans that do not require legal status or citizenship.

AB 540 **does not** establish or guarantee state residency. AB 540 requires that public colleges and universities keep student information confidential and not report it to the INS or any third party.

AB 540 **does not** make those with a current visitor or student visa eligible for in-state tuition. **You are encouraged to contact the Mexican American Legal Defense and Educational Fund (MALDEF) for additional information.**

Helpful websites:

www.ilrc.org/ab540.html
www.ilrc.org/ab540faq.html
www.maldef.org

Financial Aid Information for DREAMERS (taken from californiacolleges.edu)


(UNDOCUMENTED STUDENTS LIVING IN CALIFORNIA)

If you are a DREAMer (a student that qualifies for the California Dream Act) and you live in California, the following financial aid opportunities are likely to apply to you.

AB 540

Since October 2001, California has extended the benefit of in-state tuition (only at public colleges and universities) to undocumented students who have attended at least three years of high school in the state.

Basic AB 540 requirements:

1. You have attended a high school (public or private) in California for three years (six semesters) or more.
2. You have graduated from a California high school, or obtained a GED.
3. You must file an AB 540  affidavit (also known as the California nonresident Tuition Exemption Form) with your college or university, stating that you have or you will file an application to legalize as soon as you are eligible to do so.

How to apply for AB 540:

The instructions and application for applying for AB 540 status can be found on the Educators for Fair Consideration (E4FC) website at  www.e4fc.org.

AB 130 and AB 131 (The California DREAM Act)








AB 130:

Allows eligible AB 540 students to apply for and receive institutional aid, derived from non-state funding sources.

AB 131:

Allows eligible AB 540 students to access state funded financial aid programs (e.g. Cal Grants, State University Grants and Board of Governor's Fee Waivers).

For more detailed information on these laws, consult E4FC's California DREAM Act [resources page](#) directly.

Financial Aid	Eligibility	Application	File by/Deadline
In-State Tuition	Check AB 540 requirements	 AB 540 Affidavit and AB 540 Nonresident tuition exemption	Check with respective school
Federal Aid	No	N/A	N/A
Private Scholarships	Depends on Eligibility Requirements	Varies E4FC Scholarship Lists and Guides	Varies
Institutional Scholarships (CSU/UC and CCCs)	Yes	Varies	Varies
UC Grants	Yes	 DREAM Act Application	March 2, 2015
CSU Grants	Yes	 DREAM Act Application	March 2, 2015
Board of Governors (BOG) Waiver	Yes	 DREAM Act Application or  BOG Application , check with respective CCC	Check with respective CCC
Extended Opportunity and Services Program	Yes	Check with respective CCC	Check with respective CCC
Educational Opportunity Program	Yes	Check with respective CSU or UC	Check with respective CSU or UC
Cal Grants	Yes	 DREAM Act application & GPA verification	March 2, 2015
Chafee Foster Youth Grant	Yes	 Check requirements	N/A
Government Loans	No	N/A	N/A
Private Loans	Yes, but need legal resident co-signer	Check with respective financial institution	Check with respective financial institution
Federal Government Grants	No	N/A	N/A
Work-study	No	N/A	N/A

Tips for filling out the California Dream Act Application:

1. If you have a Social Security Number (SSN) through Deferred Action, you should fill out the California Dream Act Application, NOT the Free Application for Federal Student Aid (FAFSA). You will still be eligible for state aid.
2. Selective Services Registration: Most males who are 18-25 years of age must be registered with Selective Services to be eligible for state student aid. All male students can register at their local post office by filling out and mailing a Selective Services postcard. Even if you are undocumented, you must register to be eligible. No SSN required.
3. It is important to file the DREAM Act Application as early as possible. Filling out the application online is the fastest and easiest way to submit the application. When you create an account make sure to write down your password and PIN so you can return to the application.

Information/Documents needed to fill out the DREAM Act application

1. W-2 forms and other 2014 records of income (if your parents have any)
2. 2014 income tax returns (if your parents have any)
3. Records of child support paid or received (if applicable)
4. Records of student scholarships and fellowships included in your/your parents' taxes
5. Current bank statements (if applicable)
6. Current business records if over 100 employees and/or farm records (if applicable)

IMPORTANT NOTE

Each institution will implement the California DREAM Act differently. It is up to you to be proactive, ask questions, and be constantly in touch with the financial aid office at your college in order to be informed about the financial aid you qualify for and learn how to apply for different types of aid.

- See more at:

https://secure.californiacolleges.edu/financial_aid_planning/DREAM_Act.aspx#sthash.mILGqcL2.dpuf



The Six Pillars of Character

Trustworthiness

Be honest • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends and country

Respect

Treat others with respect; follow the Golden Rule • Be tolerant of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults and disagreements

Responsibility

Do what you are supposed to do • Persevere: keep on trying! • Always do your best • Use self-control • Be self-disciplined • Think before you act — consider the consequences • Be accountable for your choices

Fairness

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly

Caring

Be kind • Be compassionate and show you care • Express gratitude • Forgive others • Help people in need

Citizenship

Do your share to make your school and community better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbor • Obey laws and rules • Respect authority • Protect the environment

www.charactercounts.org/defsix.htm

